



Elementary Counselors Risky Behaviors & School Connectedness Region One – November 8, 2019

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Fun Videos

- Words to live by United Way
- <https://youtu.be/iaOoxhI5iEE>
- Inspirational Quotes
- <https://youtu.be/f8WFR9T6PuI>
- Motivational Quotes for Success in Life
- <https://youtu.be/8xl7n29JLPw>
- Awesome Quotes
- https://youtu.be/VqG_P6VD3Jw

Objectives

The participants will be able to identify related concepts and ideas in order to frame the focus for which to develop student services to support the development of social skills and protective factors to reduce risky behaviors and beyond.

Agenda

- 1. TEA - Comprehensive Counseling Program**
- 2. School Connectedness & Social Emotional Learning Skills**
- 3. The Brain & Risky Behaviors**
 - ✓ Anger
 - ✓ Self Injury
 - ✓ Suicide
 - ✓ Friendship Skills
 - ✓ Management of Skills = Behaviors
- 4. Counselors Toolbox**
- 5. Resources**

Visualization

(close your eyes as we go on a guided fantasy script)





**What are
the issues?**

**Blue
Sticky
Notes**



**What are the
Challenges?**

**Pink Sticky
Notes**



**What's your
motto? What
gives you
hope?**

**Blue
Sticky Notes**

[This Photo](#)

[CC BY-NC](#)



Sharing Corner- Resources

Yellow Sticky Note



**Best
Practices?**

**Green
Sticky Note**

Comprehensive Counseling Program Texas Education Agency

To view my file, click this link

<https://1drv.ms/b/s!AiOzVwl09TPngvIZTLfHInyvTmaXEg>

Comprehensive School Counseling Program & Responsibilities

**Texas Education
Agency**



Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs (p22 Guide)

Responsibility Domains

- 1. Program Management**
- 2. Guidance Domain**
- 3. Counseling Domain**
- 4. Consultation Domain**
- 5. Coordination Domain**
- 6. Student Assessment Domain**
- 7. Leadership Domain**
- 8. Advocacy Domain**
- 9. Professional Behavior Domain**
- 10. Professional Standards Domain**

School counselors apply advocacy competencies in all four components of the comprehensive and developmental school counseling program.

Standard 1 Advocate for a school environment that acknowledges and respects diversity.

Standard 2 Advocate for individual and specific groups of students.

Standard 3 Advocate for school policies, programs, and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.

Standard 4 Advocate for the elimination of factors that may impede student achievement and school success.

Standard 5 Advocate for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.

Standard 6 Advocate for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community stakeholders.

Standard 7 Advocate for appropriate and meaningful school counselor roles as educational leaders in alignment with professional training

Comprehensive School Counseling Program

Texas Education Agency p26 Guide

Responsibility Domain

Advocacy

In all service delivery components

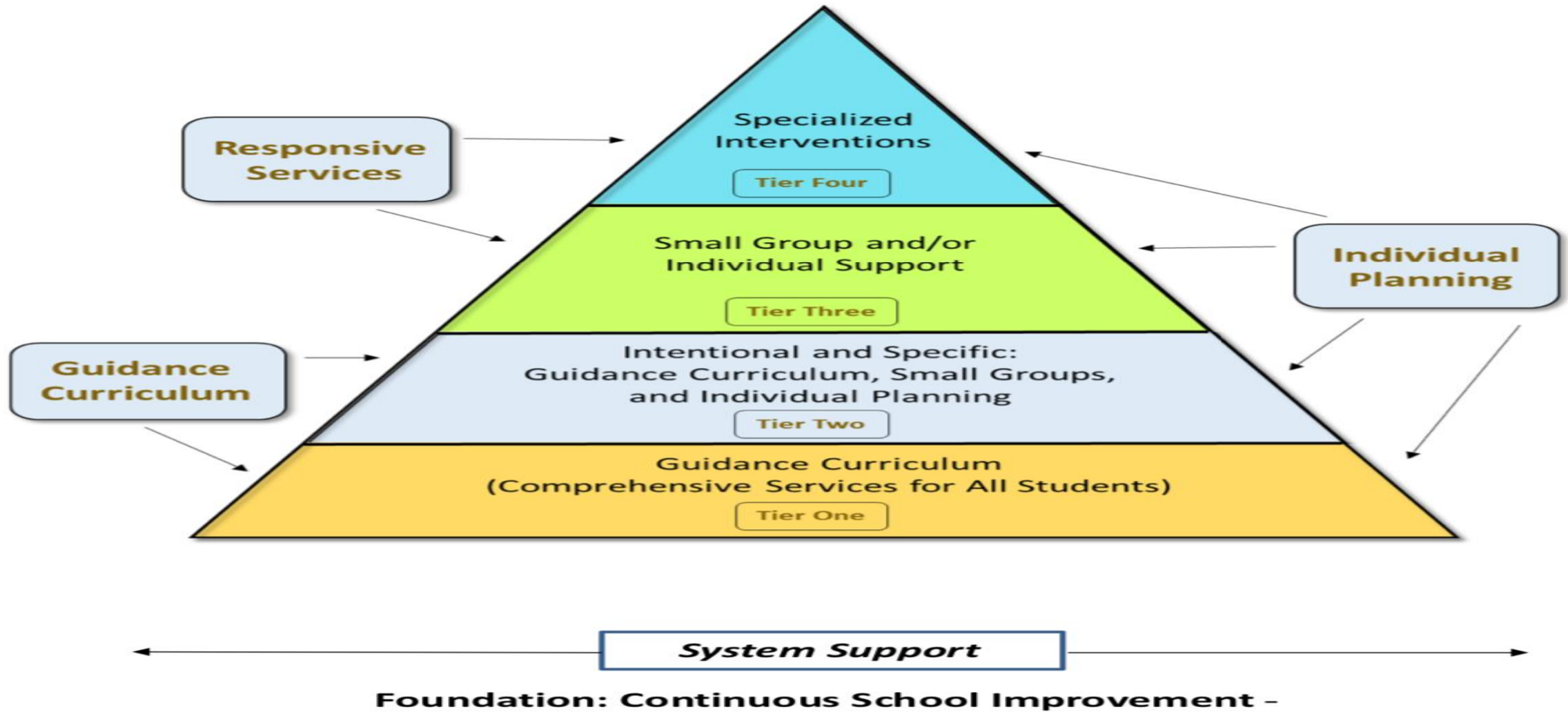
- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Activity Examples from Texas

Administrative Code 239.15

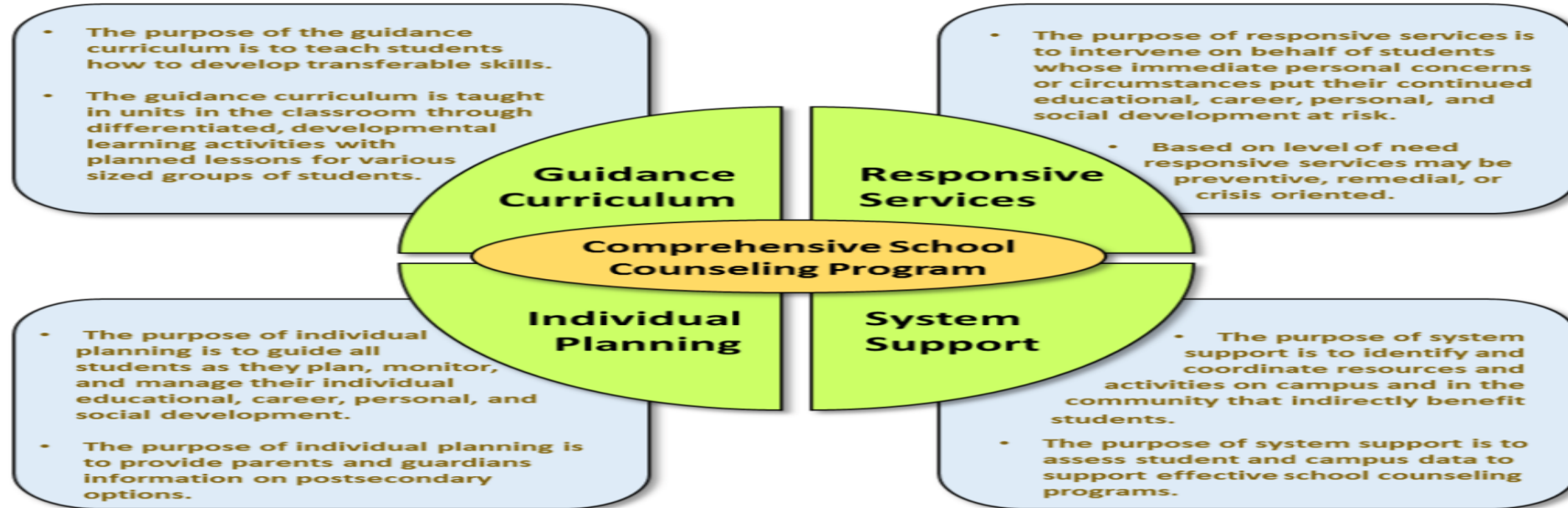
- **Advocates** for a school environment in which **diversity is acknowledged and respected, resulting in positive interactions across cultures.**
- **Understands learner differences,** including those related to **cultural background gender, ethnicity,** related to **cultural background, gender, ethnicity, and learning styles,** and knows ways to create and maintain a **positive school environment** that is **responsive to all learners.**

Figure 4.2.
The School Counseling Pyramid for Comprehensive and Direct Services



SECTION IV

Four Service Delivery Components



Texas Education Agency

Program Scope Curriculum Intrapersonal Effectiveness

(Self)

[www.tea.texas.gov/Academics/Learning Support and Programs/School Guidance and Counseling/School Guidance and Counseling](http://www.tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling)



**POSITIVE
STUDENT SELF-
CONCEPT**



**EFFECTIVE
EXECUTIVE
FUNCTIONING
SKILLS**



**APPROPRIATE
BEHAVIOR TO THE
SITUATION AND
ENVIRONMENT**

Texas Education Agency

Program Scope Curriculum Interpersonal Effectiveness

(Others)

[www.tea.texas.gov/Academics/Learning Support and Programs/School Guidance and Counseling/School Guidance and Counseling](http://www.tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling)

- Effective and appropriate communication skills

- Recognition of personal boundaries, individual rights and privacy needs of others

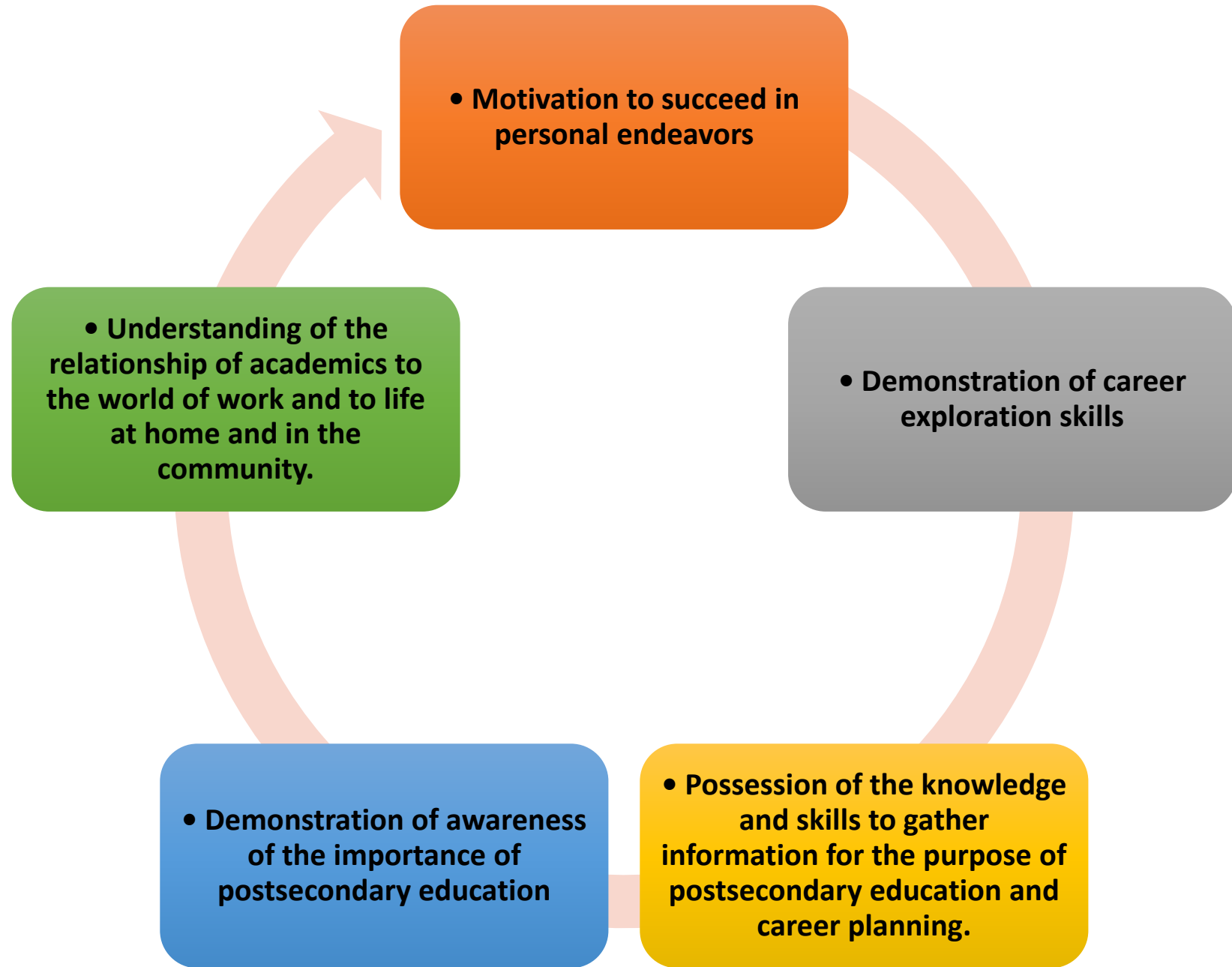
- Effective conflict resolutions skills

- Development of healthy relationships

Texas Education Agency

Program Scope Curriculum Post-secondary Planning and Career Readiness (Future)

[www.tea.texas.gov/Academics/Learning Support and Programs/School Guidance and Counseling/School Guidance and Counseling](http://www.tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling)



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Program Scope Curriculum Personal Health and Safety

(Self)

[www.tea.texas.gov/Academics/Learning Support and Programs/School Guidance and Counseling/School Guidance and Counseling](http://www.tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling)



- Incorporation of wellness practices into daily living



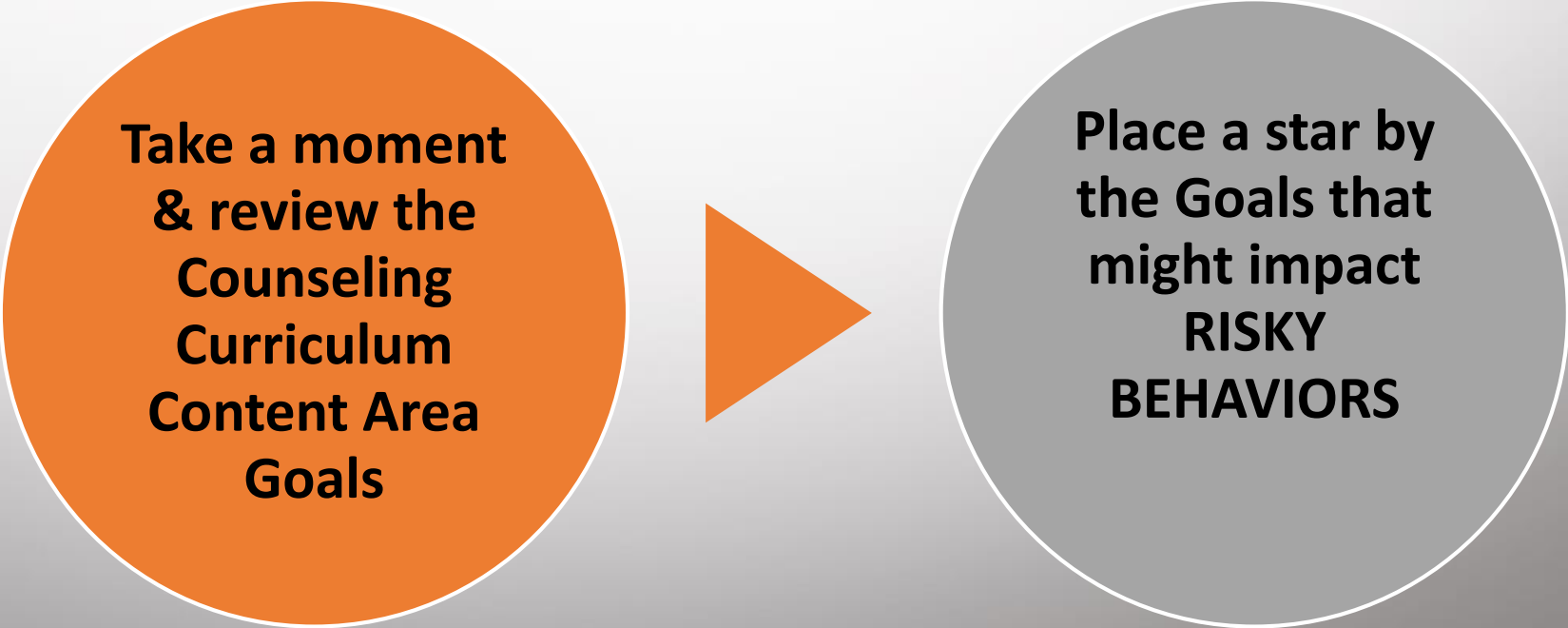
- Demonstration of resiliency and positive coping skills



- Possession of assertiveness skills necessary for personal protection

Texas Education Agency

Counseling Curriculum Content Goals p 133 Guide



**Take a moment
& review the
Counseling
Curriculum
Content Area
Goals**

**Place a star by
the Goals that
might impact
RISKY
BEHAVIORS**

To view my file, click this link

<https://1drv.ms/b/s!AiOzVwl09TPngvIZTLfHInyvTmaXEg>

School Connectedness & Social Emotional Learning Skills

School Connectedness

Adult Support

Belonging
to Positive
Peer Group

Commitment
to Education

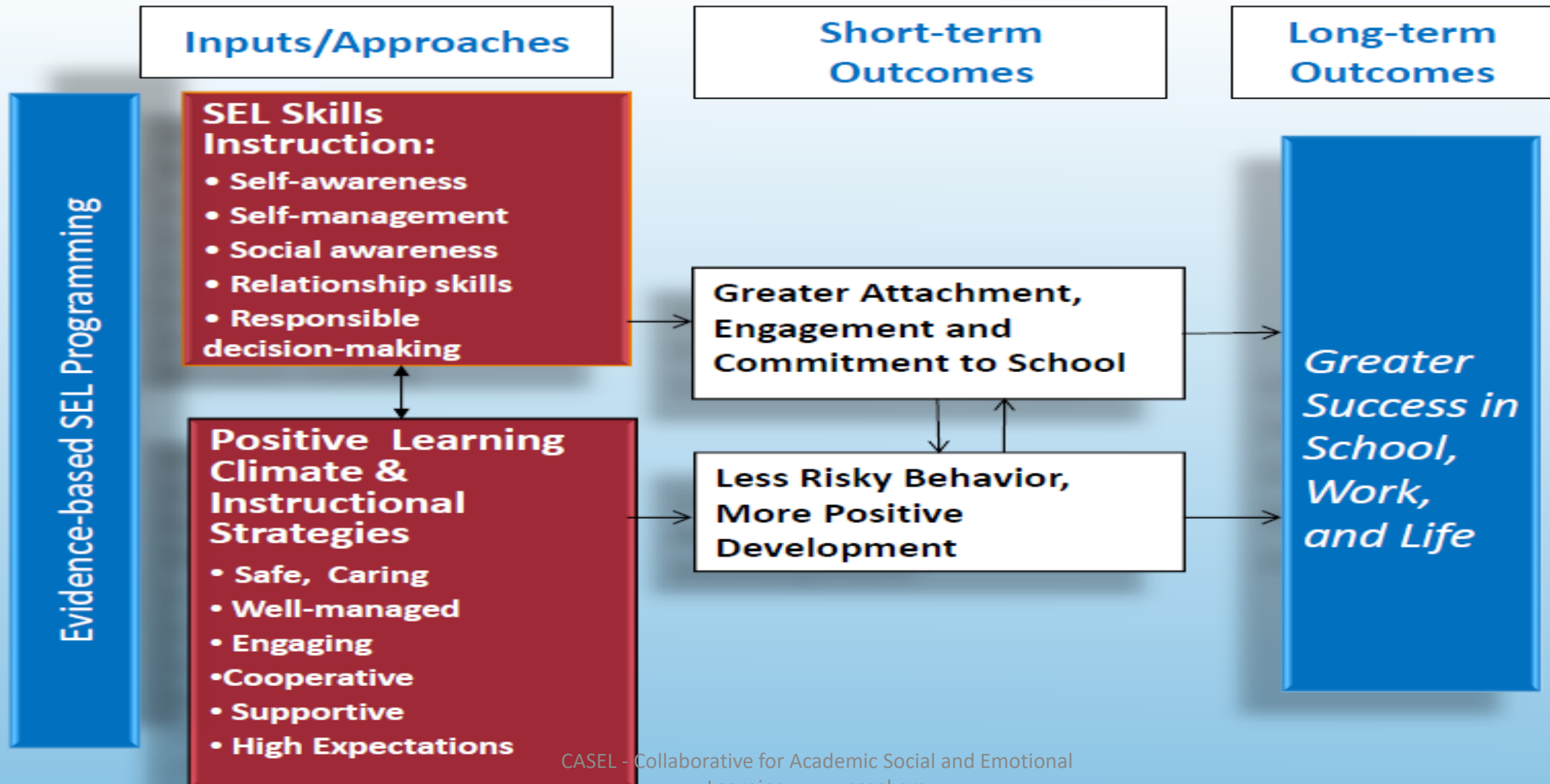
School
Environment

Positive
Educational
Outcomes

Positive Health
Outcomes

<http://www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm>

SEL Promotes Success in School & Life



Research on SEL/Student Success



Increased Academic Outcomes Documented!

Social-emotional skills led to improved attitudes about self, others, and school and an **11 % point gain on standardized achievement tests!**



Reduced Risk of Failure Documented!

Social Emotional Skills led to decrease in conduct problems and emotional distress!

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development: 82 (1), 405-432.*

How Is SEL Defined?



Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social **competencies** and experiences to:

- **understand and manage emotions,**
 - **set and achieve positive goals,**
 - **feel and show empathy for others,**
 - **establish and maintain positive relationships and**
 - **make responsible decisions.**
-
- SEL builds and deepens a Positive School Climate.

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

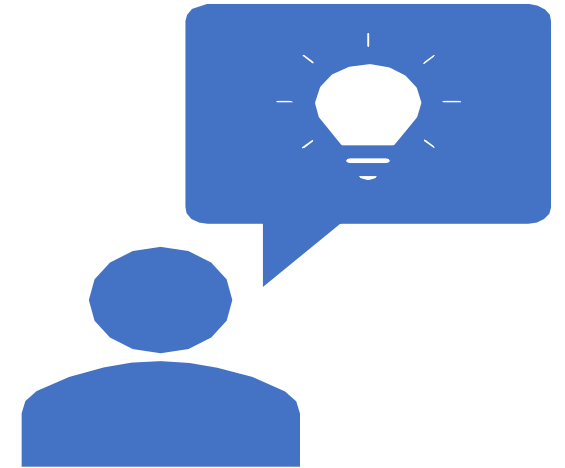
- ✓ Identifying emotions
- ✓ Accurate self-perception
- ✓ Recognizing strengths
- ✓ Self-confidence
- ✓ Self-efficacy



SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ✓ Impulse control
- ✓ Stress management
- ✓ Self-discipline
- ✓ Self-motivation
- ✓ Goal setting
- ✓ Organizational skills



RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

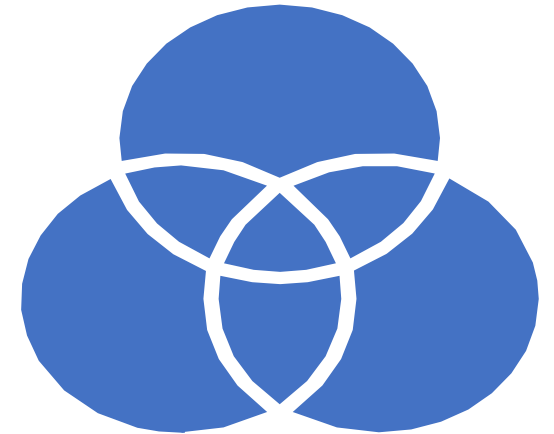
- ✓ Communication
- ✓ Social engagement
- ✓ Relationship building
- ✓ Teamwork



RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- ✓ Identifying problems
- ✓ Analyzing situations
- ✓ Solving problems
- ✓ Evaluating
- ✓ Reflecting
- ✓ Ethical responsibility



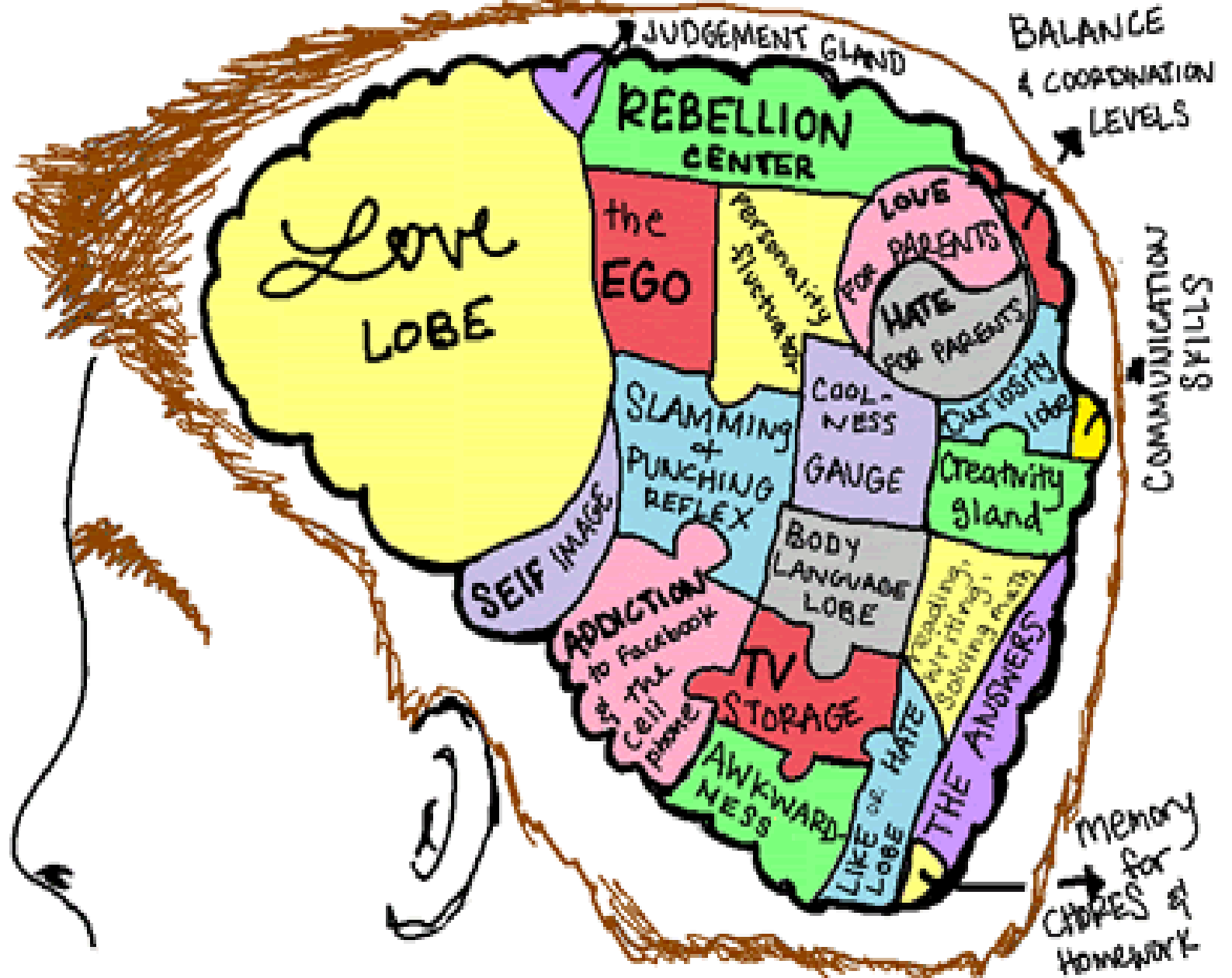
The Brain & RISKY BEHAVIORS

Activity: Risky Behaviors

Everybody Stand, please....I'm going to read some statement and if you answer "YES" remain standing! If you answer "NO" seat down and remain seated.

1. Do you eat breakfast everyday?
2. Do you drive the speed limit?
3. Do you wear your seat belt?
4. Are you tobacco free?
5. Do you limit your intake of sodas to less than 3 sodas per week?
6. Do you exercise 3 times per week for 30 minutes?
7. Do you drink less than four ounces of alcohol, beer, or wine per day?
8. Do you drive without talking or texting?
9. Do you wear protection/helmet when you cycle?
10. Do you use sunscreen?
11. Do you eat a variety of colorful vegetables and complex carbohydrates?
12. Do you have good coping skills to deal with stress?

THE AVERAGE TEENAGE BRAIN



Think of Child You Can't Seem to Reach...

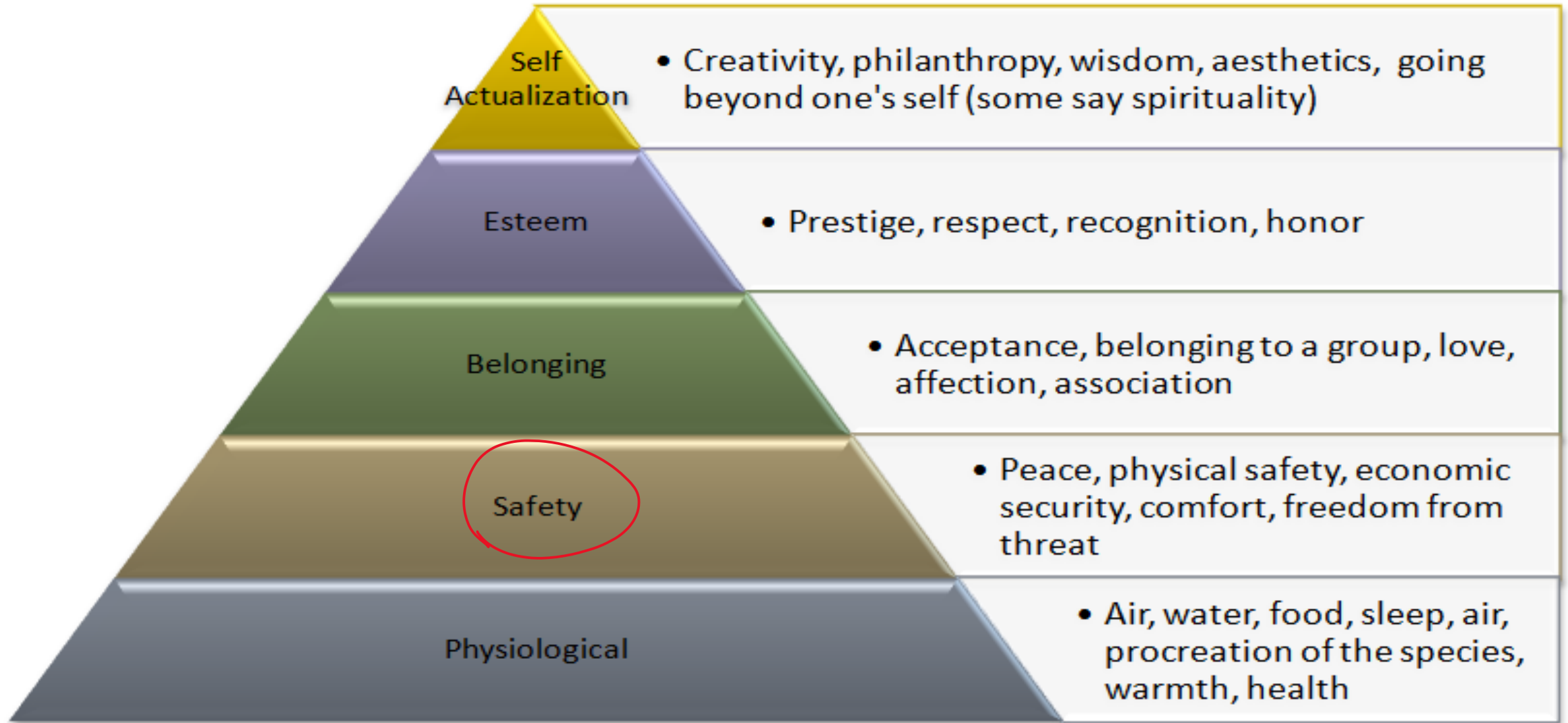
What's Really Going?

♥ FB/JOYOFMOM ♥

The kids who
need the most
love will ask
for it in the
most unloving
of ways.



Our Brain 101 & Need for Safety



Hyper VigilantFight, Flight or Freeze

TRY A LITTLE
Love & Kindness
MEDITATION! IT IS LIKE
A BICEP CURL FOR THE
INSULA & THIS HELPS YOU
EMPATHISE WITH OTHERS &
FEEL GRATITUDE.



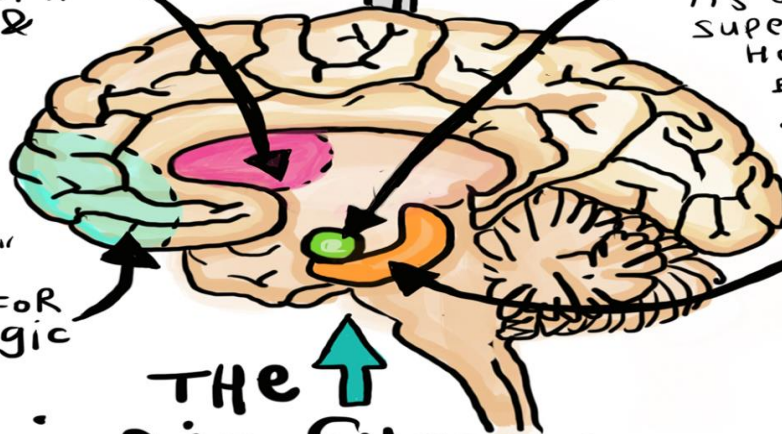
INSULA
OUR LITTLE DEPT.
OF EMPATHY &
COMPASSION

**PRE
FRONTAL
CORTEX**
OUR "THINKING"
BRAIN, CENTRE FOR
CREATIVITY & LOGIC

THIS SHRINKS
WITH AGE BUT
CAN GROW BACK WITH..
... GUESS WHAT?!
THAT'S RIGHT! MEDITATION
PRACTICE!!

Welcome To...

**YOUR
AMAZING
BRAIN**



**THE
LIMBIC SYSTEM**

WHERE EMOTIONS ARE MADE.
IT SENDS INFORMATION TO THE
FRONTAL CORTEX TO PRODUCE
CONSCIOUS FEELINGS.

GOOD NEWS
FLASH!

MEDITATION IS PROVEN
TO ACTUALLY SHRINK THE
AMYGDALA! ALLOWING YOU TO
STAY CALMER WHEN YOU
EXPERIENCE THOSE
STRESS TRIGGERS!



AMYGDALA

THIS IS WHERE STRESS LIVES,
IT'S OUR ALARM CENTRE, WHICH IS
SUPER HELPFUL, BUT IT'S NOT TOO
HOT AT DIFFERENTIATING
BETWEEN REAL PRESENT
DANGER AND RE-LIVED THOUGHTS

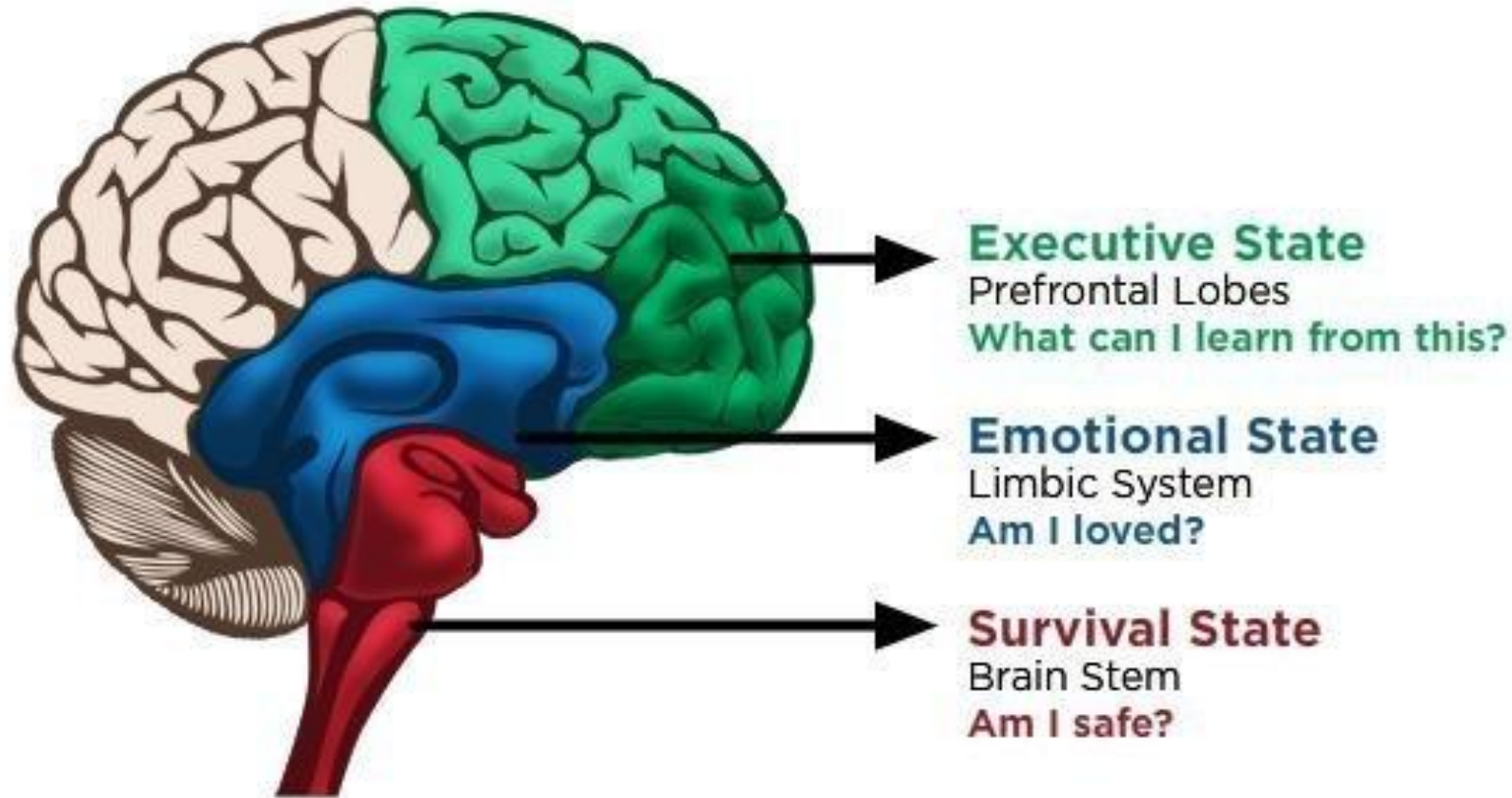
HIPPOCAMPUS

OUR VERY OWN LIBRARIAN
FOR OUR MEMORIES,
THIS HELPS US TAG AND
STORE IMPORTANT INFORMATION

THE HIPPOCAMPUS

SHUTS DOWN! WHEN
WE'RE STRESSED, WHICH
IS WHY WE HAVE MIND
BLANKS! MEDITATION IMPROVES
THE WORK OF OUR LIBRARIAN,
OUR RECALL & OUR STORAGE!

Brain & Toxic Stress



“Freeze, Fight, Flight”

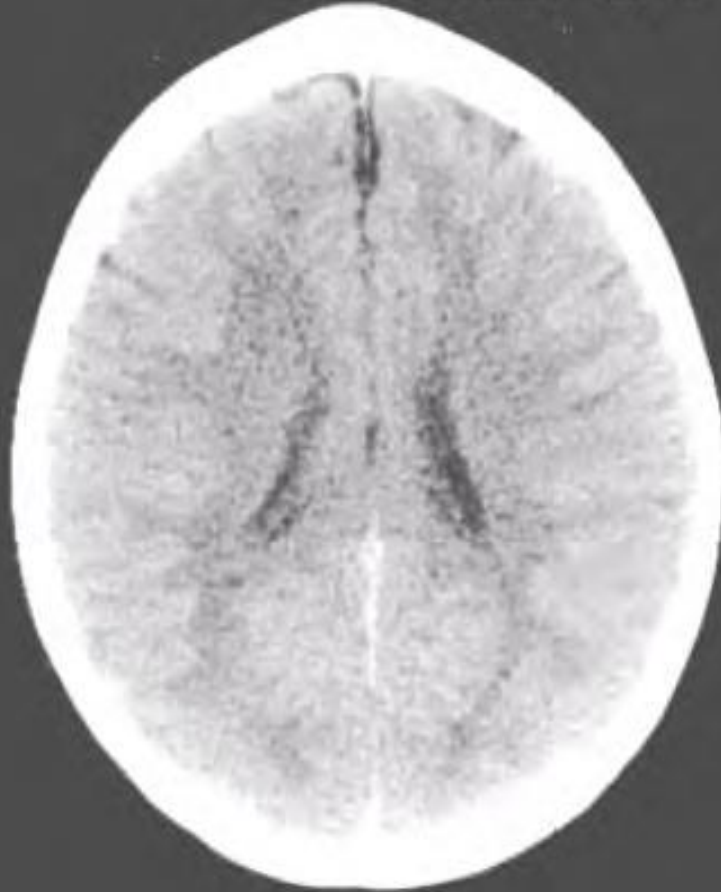
When the brain is overwhelmed with
“Cortisone”

**The brain
cannot
physiologically
take in new
knowledge or
problem solve
when it's
stressed!!!**

Toxic Stress - Center on the Developing Child –Harvard University

<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

3-Year-Old Children



Normal



Extreme Neglect

© 1997 Bruce D. Perry, M.D., Ph.D., ChildTrauma Academy

**Brain
Development &
Trauma – 5 min
video – Dr.
Bruce Perry**

<https://www.youtube.com/watch?v=RYj7YYHmbQs>

**Stress impacts
our brain,
hormones,
neurobiology and
genes rewire to
survive!**

1. Adrenal, Cortisone, & Epinephrine – neurotransmitter –Stress - fight, flight, freeze response, heart pounding delivers oxygen to all parts of your body, increase blood flow to muscles, pupil dilation, blood sugar.
2. Endorphins – opioid neuropeptides, feel good, morphine like, produced by central nervous system & pituitary gland
3. Serotonin – happy hormone- light, sunlight, exercise, happy thoughts, some foods with tryptophan
4. Dopamine – neurotransmitter send signals to the brain, chemical reward-win, good job, hit target, acts of kindness, volunteer
5. Oxytocin – pituitary gland – love/cuddle hormone, release milk, social bonding, multiple double whammy warm fuzzies stimulates dopamine and serotonin, while reducing anxiety, social, empathy, seek support, anti inflammatory heart, human connection
6. Melatonin-pineal gland - regulates sleep & wake



Someone **UUGRATEFUL** in your life **OR LOW OXYTOCIN** - Video

- https://www.youtube.com/watch?v=b_YEhg7hiAE
- Dr. Amit Sood, Mayo Clinic
- Stress & Resilience
- There is a gene expression to produce more or less oxytocin. So if you have a difficult cousin, be kinder to your cousin or at least see them with **COMPASSION** with your own boundaries.
- **Oxytocin** – Hug your cousin, friend, a dog, a cat, etc.
- **Hug a Tree!!!**



“

Infuse oxytocin into the brain of a virgin rat, and she'll act maternally—retrieving, grooming, and licking pups. Block the actions of oxytocin in a rodent mother, and she'll stop maternal behaviors, including nursing.

Challenging behaviors occur when there is an unmet need, emotion or fear!

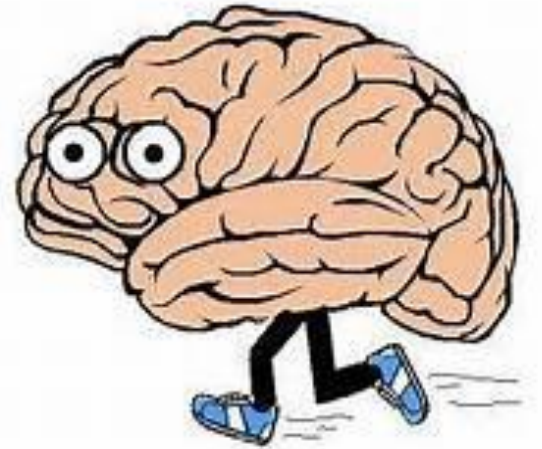


"Visualize yourself not falling off the wall."

Toxic Stress Highjacked Brain



Sensory Triggers
Bring Up
Trauma
Memories...
Flashbacks!!!



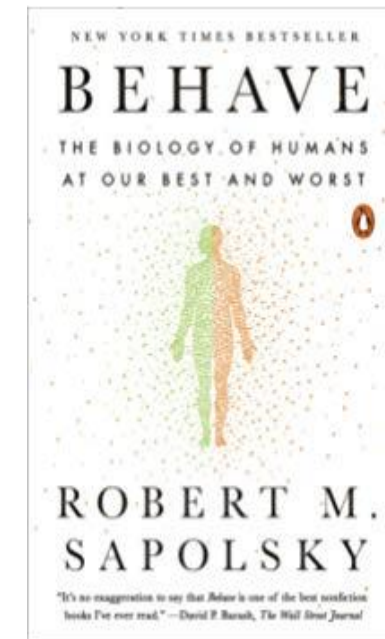
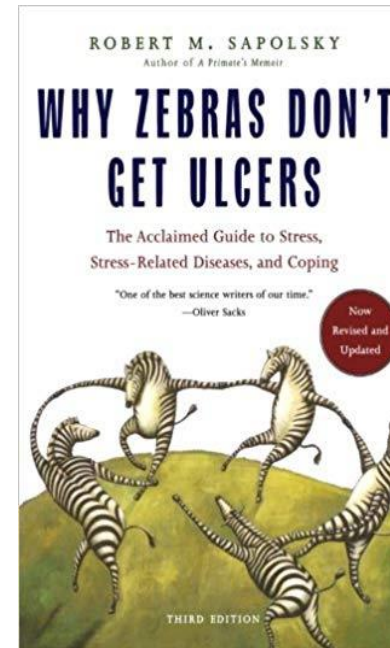
“Freeze, Fight, Flight”

"A *trigger* is the connection between the conscious mind and a buried painful memory."

Stress Portrait of a Killer

SURVIVING STRESS:

- Feelings of Control
- Predictability
- Outlets for frustration
- Social Connectedness (5 friends)
- Perspective-Perception things worsen or better
- Anticipatory stress response
- Exercise/Mediation
- Giving anonymously & Groom others
- Religion & Spirituality
- Ranking-Don't let the baboons GRIND you down!



Stress Portrait of a Killer, Nat.
Geo., Telomeres, Dr. Sapolsky, 10
Min

<http://www.youtube.com/watch?v=efbJ5w803cg>

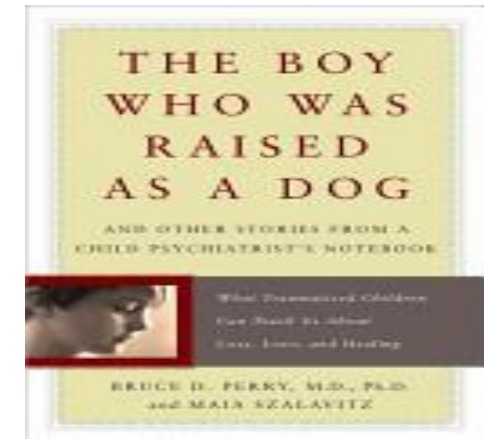
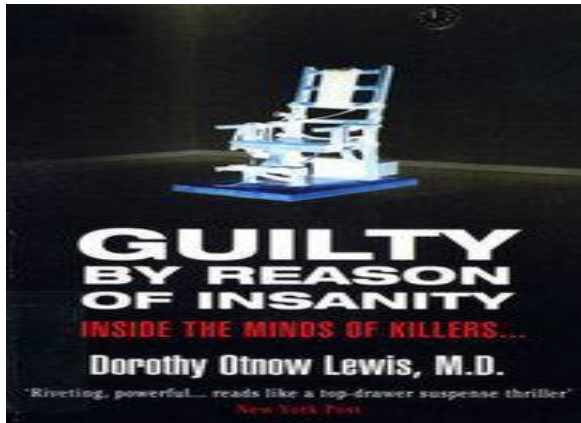
First Impressions

Exposure to Violence and a Childs Developing Brain – 15 min

Dr. Bruce Perry'

- <https://www.youtube.com/watch?v=O4zP50tEad0>

Hurt People, Hurt People



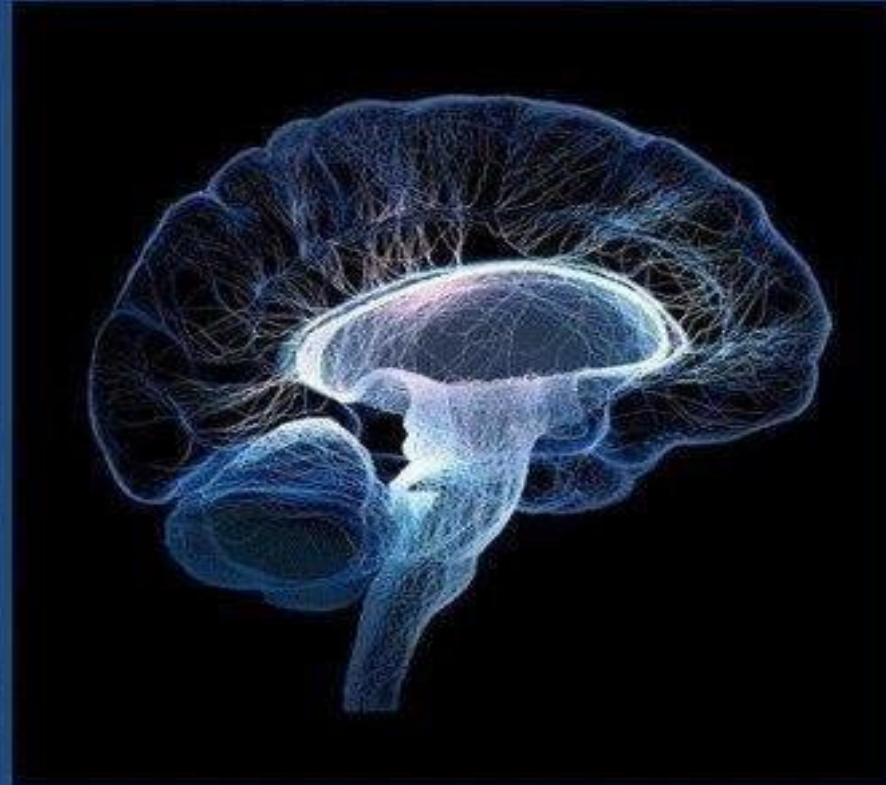
Dr. Sapolsky, Dr. Gabor Mate & Others

<https://www.youtube.com/watch?v=o-brqskloBw>

Brains in Pain Cannot Learn!

These children and young people are in pain, and what we see as problem behavior is actually “pain-based behaviors.” Pain-based behaviors are driven by deep pain.

These oppositional, defiant, and oftentimes unmotivated, and apathetic behaviors are exhibited by young people who have been deeply hurt. Hurt people hurt people. Hurt people do not learn very well in our schools.






Childhood Trauma Masquerades in Different Ways

Shame Symptoms

- **ADDICTION**
- **VIOLENCE**
- **DEPRESSION**

- **“Origins of Addiction”, Dr. Fellitti, CDC, Kaiser, 2018**

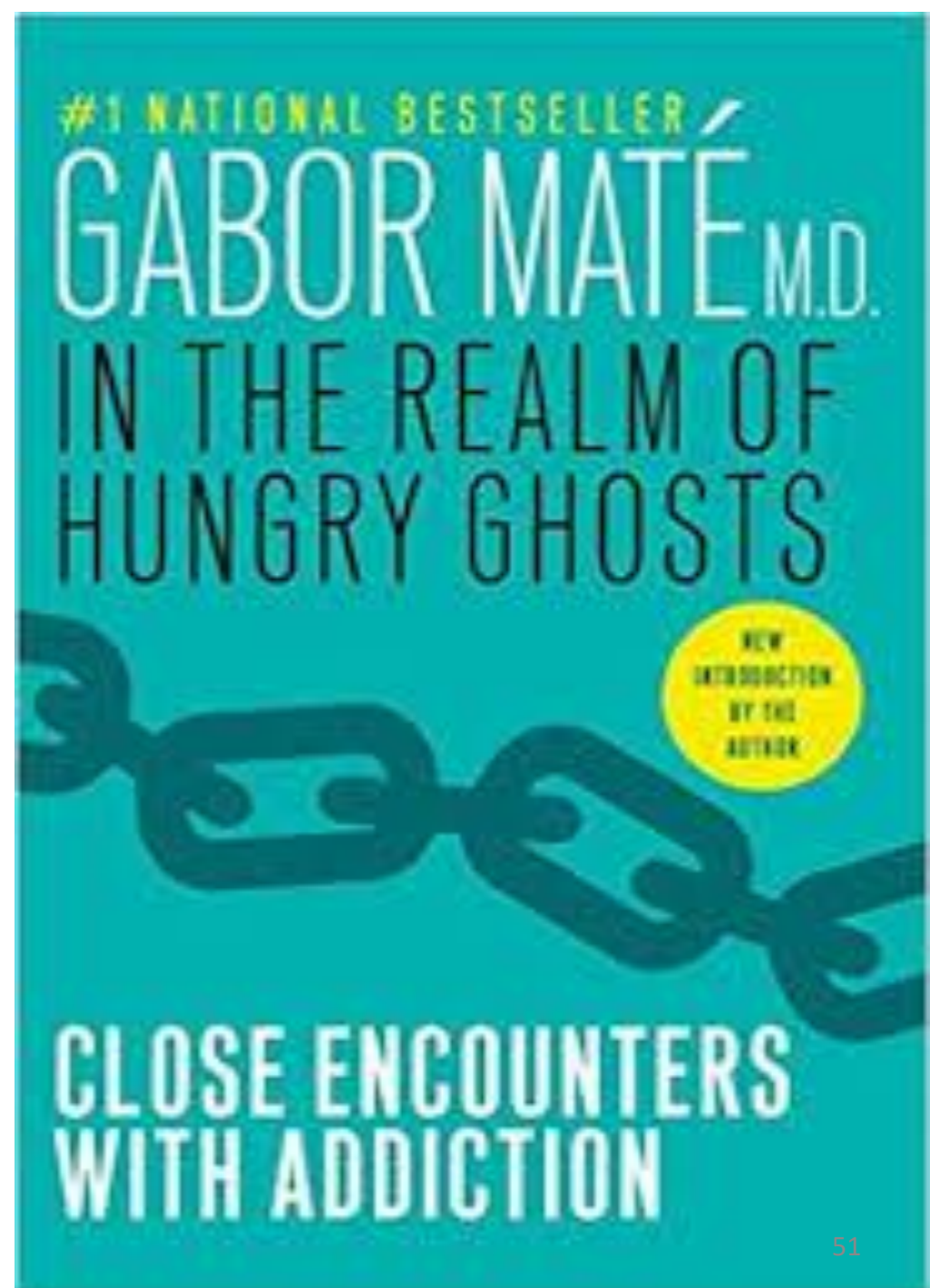


If we share
our story with
someone who
responds
with empathy
and
understanding,
shame can't
survive.
-Brene' Brown

Shame is the most powerful,
master emotion. It's the fear
that we're not good enough.

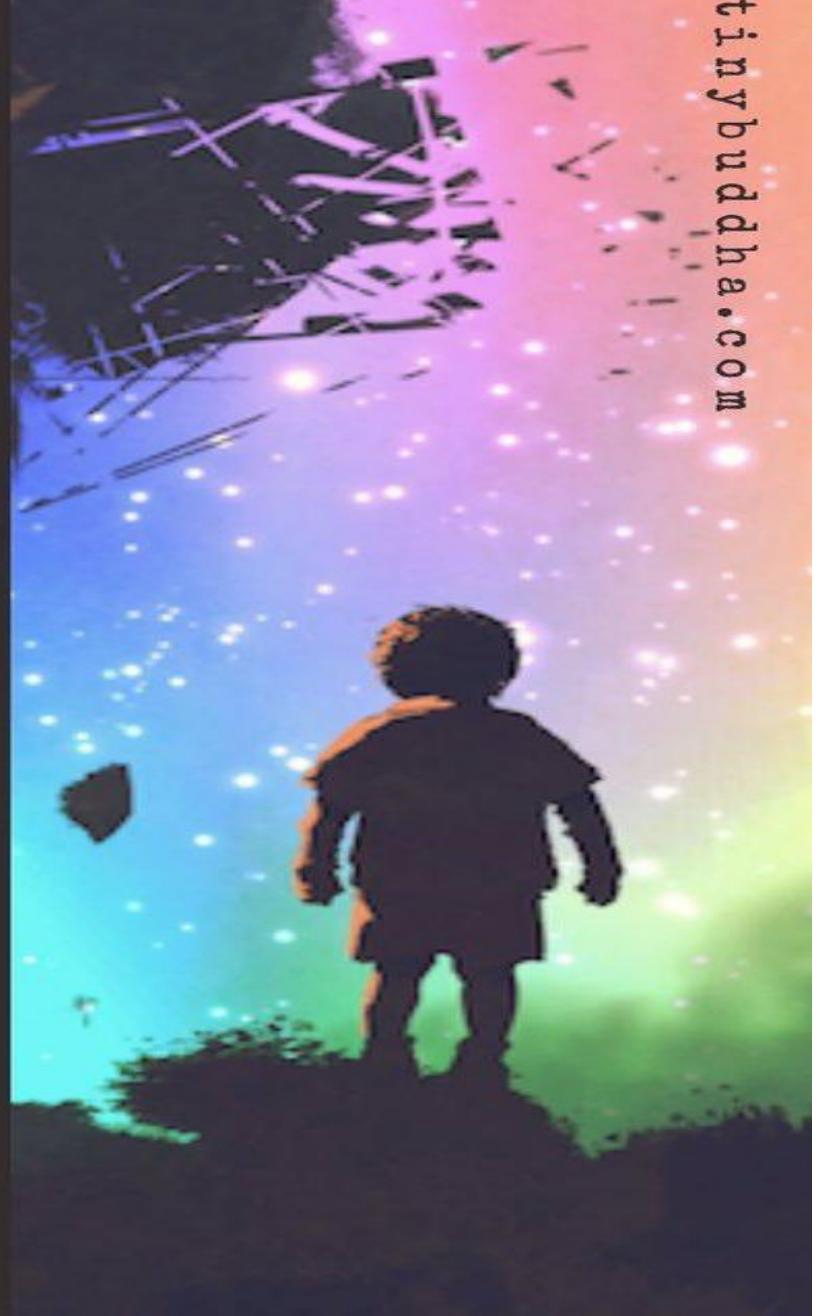
Brene Brown

*A hurt is at the centre of all
addictive behaviours.
It is present in the gambler, the
Internet addict, the compulsive
shopper and the workaholic...
Stress or adverse experiences
directly shape both the
psychology and the neurobiology
of addiction in the brain.*
Dr. Gabor Mate



MEETING A CHILD'S
AGGRESSION WITH
ADULT AGGRESSION
ONLY ADDS FUEL
TO THE FIRE.
TO EXTINGUISH
AGGRESSIVE
BEHAVIOR MEET IT
WITH CALMNESS
AND COMPASSION.
BEING CALM ISN'T
PASSIVE—IT'S
MATURE. BE IT
TO TEACH IT.

REBECCA EANES



tinybuddha.com

ACE Study

Adverse Childhood Experiences

[Wounds that Won't Heal – 9 min video](#)

<http://www.youtube.com/watch?v=tMXtOxXBCRo>

Family Secrets!



DYSFUNCTIONAL FAMILY ROLES



**Roles
We
Play!**

3 Rules!

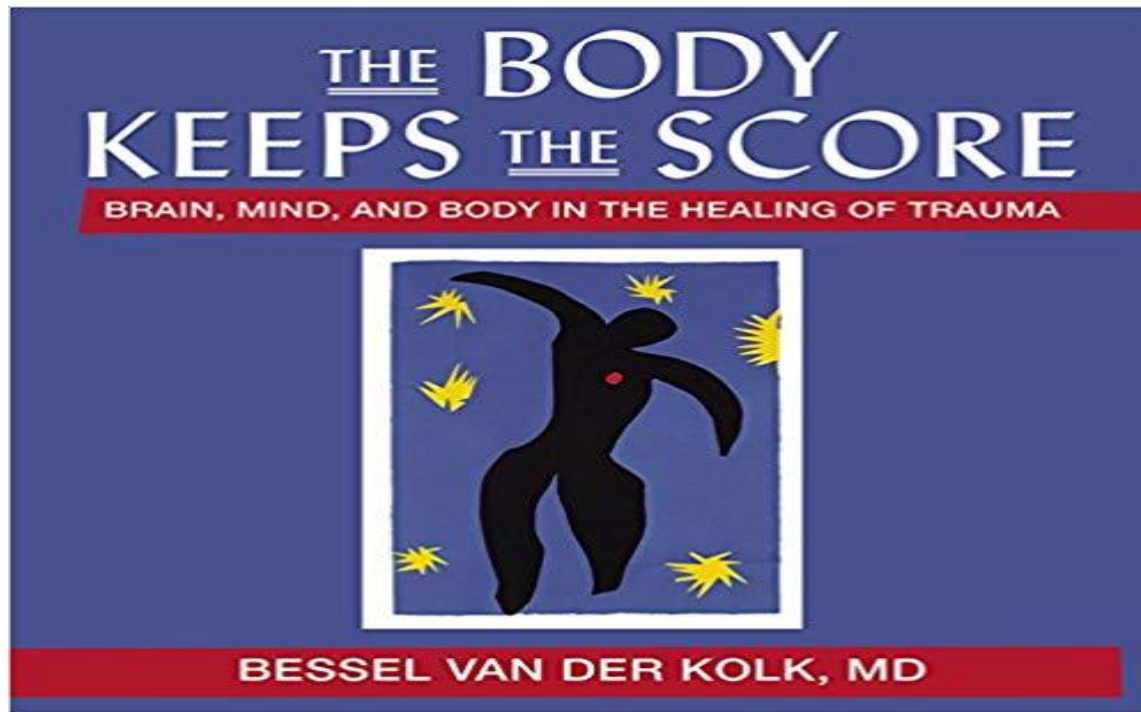
- Not to Tell
- Not to Trust
- Not to Feel



4 Messages!

- 1) **NOT Your Fault... you didn't cause it**
- 2) **You were a child... NOT the Adult**
- 3) **Can't change or cure it, but You CAN cope**





“One thing is certain: Yelling at someone who is already out of control can only lead to further dysregulation. Just as your dog cowers if you shout and wags his tail when you speak in a high singsong, we humans respond to harsh voices with fear, anger, or shutdown and to playful tones by opening up and relaxing. We simply cannot help but respond to these indicators of safety or danger.”

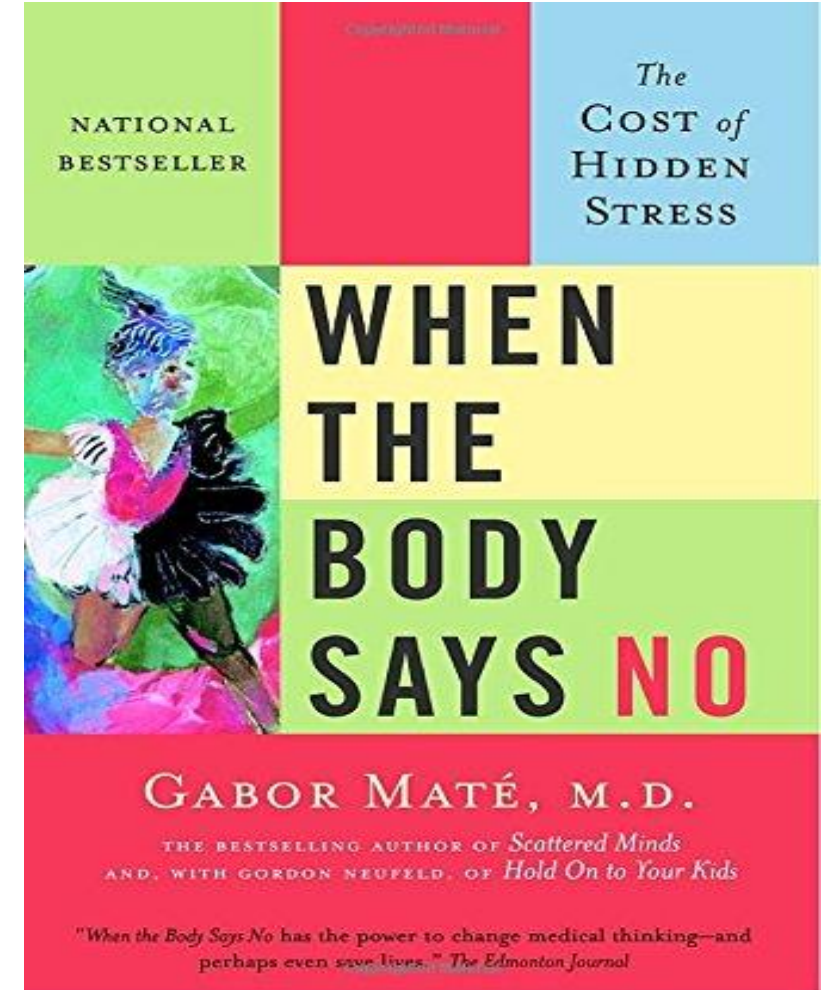


5 Factors that lead to STRESS Human Beings

1. UNCERTAINTY
2. LACK OF INFORMATION
3. LOSS OF CONTROL
4. UNABLE TO HANDLE CONFLICT
5. ISOLATION FROM
EMOTIONALLY SUPPORTIVE
RELATIONSHIPS

***“Not why the addiction but why
the pain.”***

Gabor Mate, MD



IT'S NOT YOUR FAULT

The Tricky Brain

The Flow of Life

Like all living beings we are just here, now.. part of the flow of life.



The Human Brain

... And with a brain we did not design, but evolved through thousands of years of evolution.

New Brain Capacity

Our brains have the capacity to imagine, have complex language and be creative. But they also have the capacity to ruminate and worry.

Shaped

We are shaped by our family, which we did not choose. Ask yourself: *would you be the same person if you had been kidnapped as a three day old baby and raised by the Mafia?*

It's Not Your Fault



Dynamics of Anger Management

- Steps to Anger Management
- What's behind the anger or underneath the anger
- Not “Why are you that way”, but “What happened” (ACEs)
- Stages of Anger/Depression
- Enabling
- Fueling the Violence/Depression
- Deescalating
- Homicide/Suicide
- Exploding/Imploding
- Temperament Style
- Environment

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

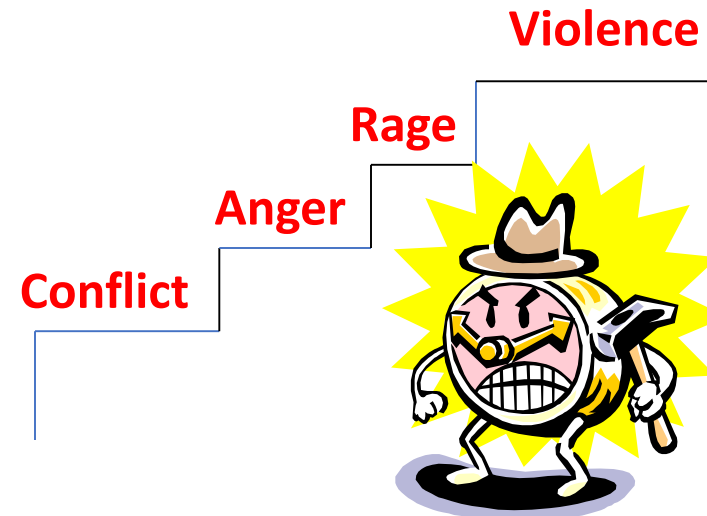
This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed scared grief
shame tricked overwhelmed
frustrated depressed disgusted
distrustful grumpy stressed
attacked rejected
guilt trapped nervous helpless
trauma annoyed exhausted anxious
disrespected unsure envious
disappointed lonely offended
uncomfortable worried insecure
regret hurt

Stages of Anger

- Slightly bothered
- More aware of a problem
- Wishing the problem would stop
- Thinking of ways to get out of the situation
- Arousal and activity increases
- Defensive/aggressive stance and voice
- Taking steps to gain superiority
- Believing a full commitment is necessary
- Rage with both emotional and physical responses



How does ANGER impact a person?

Thoughts trigger feelings and feelings trigger actions. It's Ok to be angry...the important thing is what do you do with angry feelings.

- 1. Physically**
- 2. Emotionally**
- 3. Relationships**
- 4. Harmful**

It's all about ... "Safety & Loss"

Anger Management

Activity:

Stages of Grief

Denial

Anger

Bargaining

Sadness/Depression

Acceptance

Activity:

Discuss how "you handled ANGER" with a situation in which you experienced a change/loss (moving, divorce, conflict, death, job, lost my keys, diagnosed illness, etc.)

Anger Management

Handling Anger

- Talking about the feelings of anger, frustration, loss, abandonment
- Writing down the feelings on paper as a release
- Engaging in a physical activity to help release the anger and tension
- Completing an activity to provide distraction

Healthy Ways of Expressing Anger

- Always stop, think, breathe before taking action.
- No to harming self or someone else
- Go for help. Talk to someone about your anger
- Examine why you're angry (fear/sadness)
- Refuse to be part of any violence to self or others

Activity – Are we on the same page?

- 1. Place words in order from minor behavior to severe behavior**

Process: What is allowed or tolerated here?

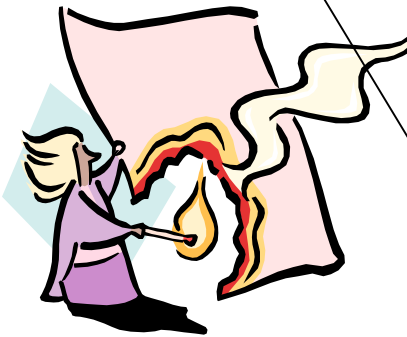
**How
We**

Fuel the Violence

Certain behaviors are accepted as the norm by adults or young people who ignore, rationalize, or minimize incidents of violence.

Entitlement

The belief in the **right to use violence** or threats of violence to express feelings, meet needs, or satisfy wants.



Protecting a person from the full negative consequences of his/her own actions out of a sense of love, compassion, fear, or survival instinct...misguided beliefs, feelings, attitudes & behaviors

Tolerance

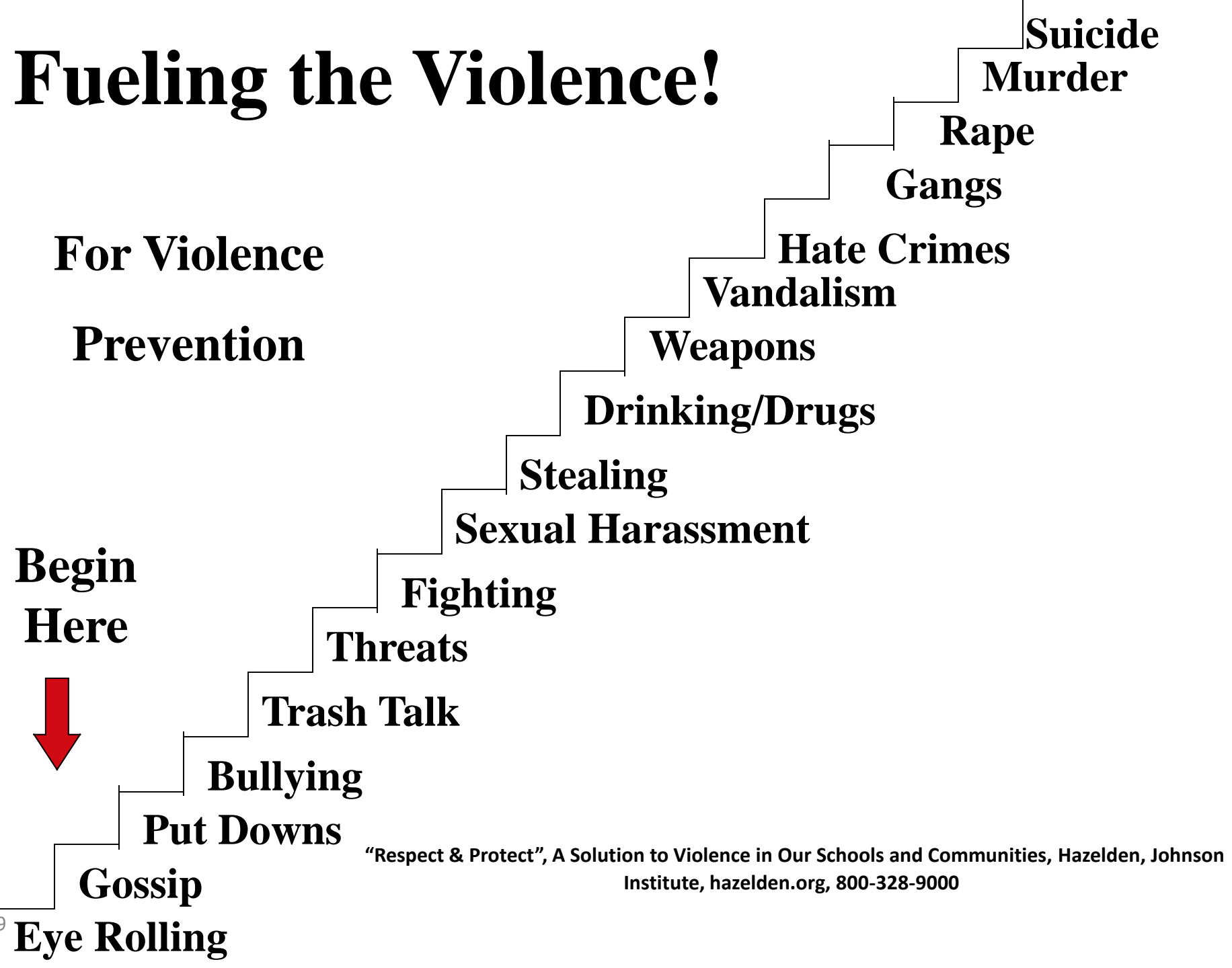
Enabling

Respect and Protect, Hazelden

How We Enable... Escalate Violence

- **Denial** – *We don't have a problem here. That just happens in other places.*
- **Minimizing** – *We do have some name calling and playing around, but nothing really serious.*
- **Rationalizing** – *Once in a while I see a kid push another kid around, anyway, that's life.*
- **Justifying** – *It's easy to understand why kids get away with things. If we had smaller classes or didn't have to spend so much time preparing for STARR.*
- **Blaming** – *The parents have lost control of their kids.*
- **Avoiding** – *Sorry, but I was hired to (____). That's the their (____) job.*

Fueling the Violence!



"Respect & Protect", A Solution to Violence in Our Schools and Communities, Hazelden, Johnson Institute, hazelden.org, 800-328-9000

Homicide-Bully-cide

Killing Others=External Reaction (Homicide)

Killing Self=Internalized Reaction (Suicide)

“In the most extreme cases, concerned victims fight back with firepower, killing their tormentor or committing suicide”

(Adapted from Bully Free for Me! Action Plan, 2002)



Self-Injury

Reasons for Self-injury - to escape unbearable anguish, to change the behavior of others, to relieve tension, to seek help. Self-injury can look like a lot of things, including:

- Cutting, scratching or pinching skin enough to cause bleeding or a mark that remains on the skin
- Banging or punching objects to the point of bruising or bleeding
- Ripping and tearing skin
- Carving words or patterns into skin
- Interfering with the healing of wounds
- Burning skin with cigarettes, matches or hot water
- Pulling out large amounts of hair
- Deliberately overdosing on medications when this is *not* meant as a suicide attempt
- While self-injury can often be used as a coping mechanism, there is often no easy way to tell the difference between non-suicidal self-injury and a suicide attempt. The only way to know is to ask the person directly, “Are you thinking about suicide?”

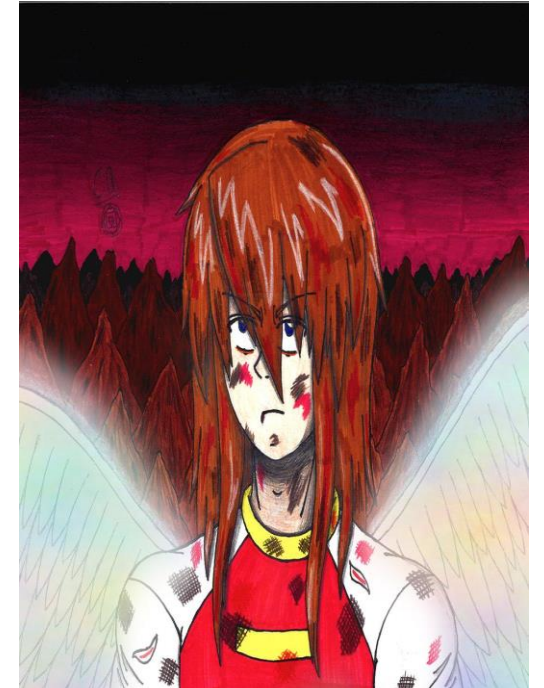
Choices

Prevent Power Struggles

*Kids will Misbehave, Manipulate, Fight, will be Sneaky, cut themselves, self-injury, eating disorders, get pregnant, fail grade level or drop-out.... **Just to Gain Control!***

There exits no limit to what people will do for control.

We can either give people control on OUR terms...or wait for them to take it on THEIRS!



“The In Crowd and Social Cruelty”

John Stossel, ABC - Video – 44 min

Film/book/song

Out-crowd

In-crowd

Bystanders

Result

EXAMPLE: Napoleon Dynamite

Napoleon and Pedro

Summer and her friends

Other students and teachers

Napoleon gets Pedro elected class president

EXAMPLE: Rudolph the Red-Nosed Reindeer

Rudolph due to his shiny nose

The other reindeer

Santa, the elves, and other reindeer

Rudolph's nose is shown to be useful, thus saving Christmas

https://www.youtube.com/watch?time_continue=5&v=hUy9ilHo_oU

Child psychologists find popular kids have one thing in common:

***“They’ve learned the
skills of social
competence”***

Research-based steps to boost children’s social-emotional learning and help them acquire crucial friendship-making skills to fit in, be less-likely to be excluded and bullied, and more successful with life!

Activity – “Taking a Step”

Activity: Diversity - Read statement in total silence & ask students to take a step up if this happened to them or someone they know & process at the end. Privilage - <https://youtu.be/4K5fbQ1-zps>

- 1. Been teased because you have an accent or been bullied.**
- 2. You or any member of your family has a disability.**
- 3. Thought of killing yourself or hurting yourself.**
- 4. Have been told to toughen up or don't cry because you're are a boy.**
- 5. Been whistled at or harassed or told you couldn't do something because you're a girl.**
- 6. Been picked last for games or sports or not included at all.**
- 7. Has lost/buried a parent, sibling or loved one.**
- 8. You have ever stood by and watched while someone was hurt and you were too afraid to say anything.**
- 9. Knows someone with AIDS/HIV.**

Process - How does it feel to see others take a step? Come up with another question to share with your table and the rest of us.

Suicide Texas Education Agency

Suicide -TEA

The Texas Youth Behavior and Risk Survey (YBRS) indicates a 10-year trend of rising rates of suicide attempts, sadness and hopelessness among Texas youth. Suicide prevention is a critical goal of the Best Practice Resource List. Suicide prevention is reinforced by best practices across all topics including: mental health promotion, prevention, intervention, social and emotional learning skills, positive youth development, trauma-informed practices and a positive school climate.. The approved suicide prevention resources on this list include components that provide for training counselors, teachers, nurses, administrators, law enforcement officers social workers and other school staff who regularly interact with students to:

- Recognize students at-risk of suicide;
- Recognize students who are, or may be the victims, or who engage in bullying;
- Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self or others; and
- Intervene effectively with students at-risk or with early warning signs, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services may be taken by a parent or guardian.
- A school district should annually assess its needs and develop strategies for improvement of student performance that include methods for addressing the needs of students for special programs, including suicide prevention.
- In accordance with [TEC Section 11.252 \(3\)\(B\)\(i\)](#), a school district must identify methods for addressing the needs of students for suicide prevention, including a parental/guardian notification procedure, in accordance with the best practice list below created under the Texas Health and Safety Code, Chapter 161. Include strategies and methods for suicide prevention in campus and district improvement plans.
- The [Texas Administrative Code \(TAC\) Section 153.1013](#), on the requirements for suicide prevention training is available for review. The TAC identifies the schedule for providing training to educators and outlines the requirements for keeping records of each educator trained.
- Best practice strategies for suicide prevention training developed under
- [TEC Section 21.451](#) and [Health and Safety Code Section 161.325](#) are on the following list:
- https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Suicide_Prevention

TEA: Approved Suicide Prevention Training List for Schools:

Approved Suicide Prevention Training List for Schools:

1. [Youth Mental Health First Aid](#)
2. [ASK about Suicide to Save a Life Gatekeeper Training](#)
3. [At-Risk \(Kognito\)](#)
4. [Question, Persuade and Refer \(QPR\) Gatekeeper Training](#)
5. [Plan, Prepare, Prevent: The SOS Signs of Suicide Online Gatekeeper Training](#)
6. [Lifelines Intervention: Helping Students at Risk for Suicide](#)

[https://tea.texas.gov/About TEA/Other Services/Mental Health/Suicide Prevention](https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Suicide_Prevention)

Supplemental & Postvention Resources

The comprehensive resources below are supplemental to the approved training list above. These resources are recommended for review by school counselors, social workers, other mental health specialists and administrators to develop plans to implement Safer Schools with Zero Suicide:

- [A Comprehensive Approach to Suicide Prevention – A supplemental prevention framework](#) *
- [Preventing Suicide: A Toolkit for High Schools](#)
- [Counseling on Access to Lethal Means \(CALM\)](#)
- [Texas Suicide Safer Schools Implementation Guide and Tools](#)

POSTVENTION

- [After a Suicide: Toolkit for Schools](#) (pdf.)
- [Help and Hope for Survivors of Suicide Loss](#) (pdf.)
- [Suicide Prevention and “Postvention” toolkit](#) (pdf.)

[https://tea.texas.gov/About TEA/Other Services/Mental Health/Suicide Prevention](https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Suicide_Prevention)

Crisis Lines

National Suicide Prevention Lifeline

1-800-273-8255

A free, confidential, 24-hour hotline, to anyone in suicidal crisis or emotional distress. An Online confidential chat is also available at www.suicidepreventionlifeline.org

800-273-TALK (8255)

TTY: 800-799-799-4 TTY (4889), then press 1

Nacional de Prevencion del Suicidio (888) 628-9454

<https://suicidepreventionlifeline.org>

Crisis Text Line

A free, 24/7 text line for people in crisis.

Text **741741** to connect to a counselor.

<http://www.crisistextline.org>

True / False

1. Adolescent suicide is an increasing problem in the United States.
2. Most teenagers will reveal that they are suicidal or have emotional problems for which they would like emotional help.
3. Adolescents who talk about suicide do not attempt or commit suicide.
4. Educating teens about suicide leads to increased suicide attempts, since it provides them with ideas and methods about killing themselves.
5. Talking about suicide in the classroom will promote suicidal ideas and suicidal behavior.
6. Parents are often unaware of their child's suicidal behavior.
7. The majority of adolescent suicides occur unexpectedly without warning signs.
8. Most adolescents who attempt suicide fully intend to die.
9. There is a significant difference between male and female adolescents regarding suicidal behavior.
10. The most common method for adolescent suicide deaths is drug overdose.
11. Because female adolescents die by suicide at a lower rate than male adolescents, their attempts should not be taken seriously.
12. Not all adolescents who engage in suicidal behavior are mentally ill.
13. Suicidal behavior is inherited.
14. Adolescent suicide occurs only among poor adolescents.
15. The only one who can help a suicidal adolescent is a counselor or a mental health professional.
16. Adolescents cannot relate to a person who has experienced suicidal thoughts.
17. If an adolescent wants to commit suicide, there is nothing anyone can do to prevent its occurrence.

A photograph of a school hallway with rows of green lockers on both sides. The hallway is brightly lit, and a red fire extinguisher is visible in the distance. The text is overlaid on the image in a large, black, cursive font.

"Every child you pass
in the hall has a
story that needs to be
heard. Maybe you
are the one meant
to hear it."

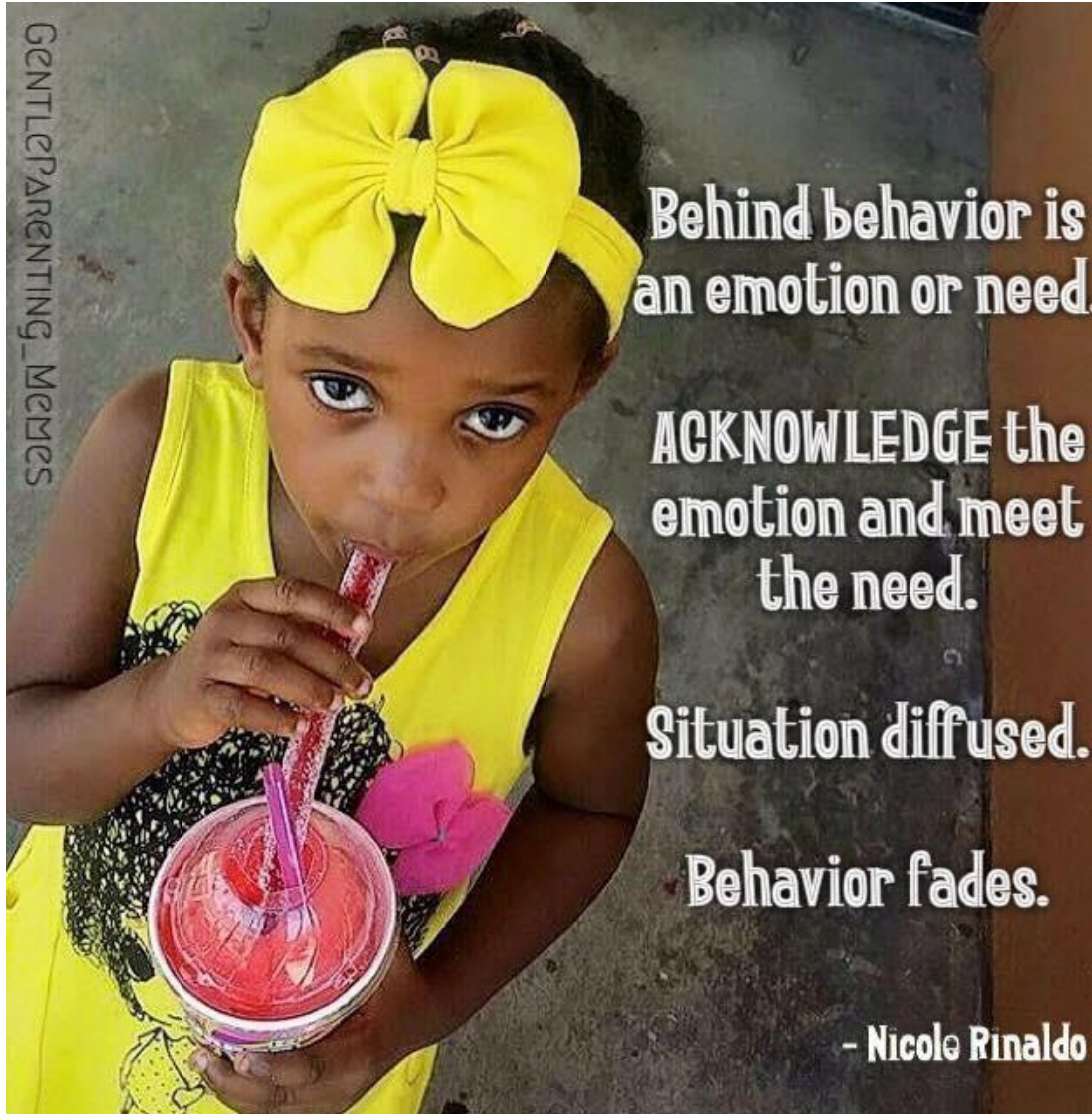
Dysregulation & Regulating Our Emotions

Physical Ailments Acting In (no feelings) IMPLODE	Stuck in the Mind Emotions Push Down (Disconnect)	Body Mind Present Balanced	Stuck in the Body Emotion Out (Chronic)	Emotional Ailments Acting Out (no mind) EXPLODE
High Blood Pre	Numb	Relief	Rage	Out Burst
Irritable Bowel	Numb	Cautious	Paranoia	Eating Disorder
Chronic Fatigue	Numb	Hurt	Despair/Hopeless	Self Injury
Headache	Numb	Vulnerable	Helpless	Gambling
Stomach Ache	Numb	Sad	Depression	Drugs
Ulcers	Numb	Happy	Mania	Drinking
Infertility	Numb	Afraid	Terror/Panic	Poor Judgment
Digestive	Numb	Frustration	Overwhelmed	Impulsivity
Immune	Numb	Concern	Anxiety	Sex Addiction
Chronic Pain	Numb	Conflicted	Confused	Shoplifting
PTSD	Numb	Guilt	Shame	Controlling
Failure Thrive	Numb	Rejected	Abandoned	Clinging

When we can name the emotion, we can tame it!

Activity: Discuss small group; reflections with big group

1. Do you implode or explode?
2. What do you do to regulate yourself?
3. What skills are you working on?
4. What's your motto/what gives you hope? (Place on Chart "blue sticky note)
5. What do you carry in you pocket that gives you strength or is very important to you?



Regulation Plans

- Triggers & Feelings
- What I Can Do
- What Can an Adult Do to Help Me
- Practice the Plan

TO PREVENT TOXIC STRESS

Children need...

- Safety & Trust
- Belonging & Connections
- Positive Interactions & Nurturing
- Choice & Autonomy
- Comfort & Control

Brain Architecture- Center for Developing Child - Harvard University <https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

SAFETY is Primal to Survival



- Because only 25% of our brain is prewired when we're born... we need POSITIVE INTERACTIONS to build, develop & wire the rest of the brain.

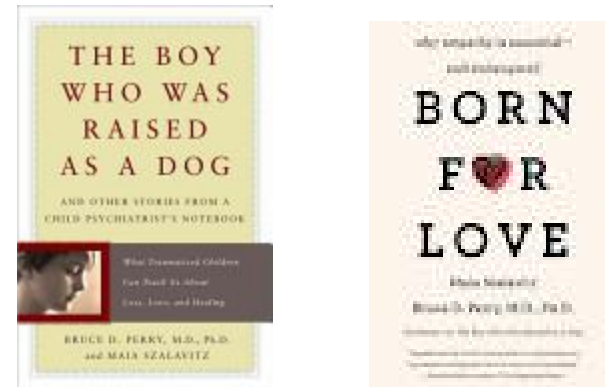
Trauma Brain & Relationships

Six Core Strengths To Be Human

1. *Attachment*-being a friend
2. *Self-Regulation*-thinking before you act
3. *Affiliation*-joining in group
4. *Awareness*-thinking of others
5. *Tolerance*-accepting differences
6. *Respect*-respecting yourself & others

Helping Children Heal

<http://www.youtube.com/watch?v=RYj7YYHmbQs>



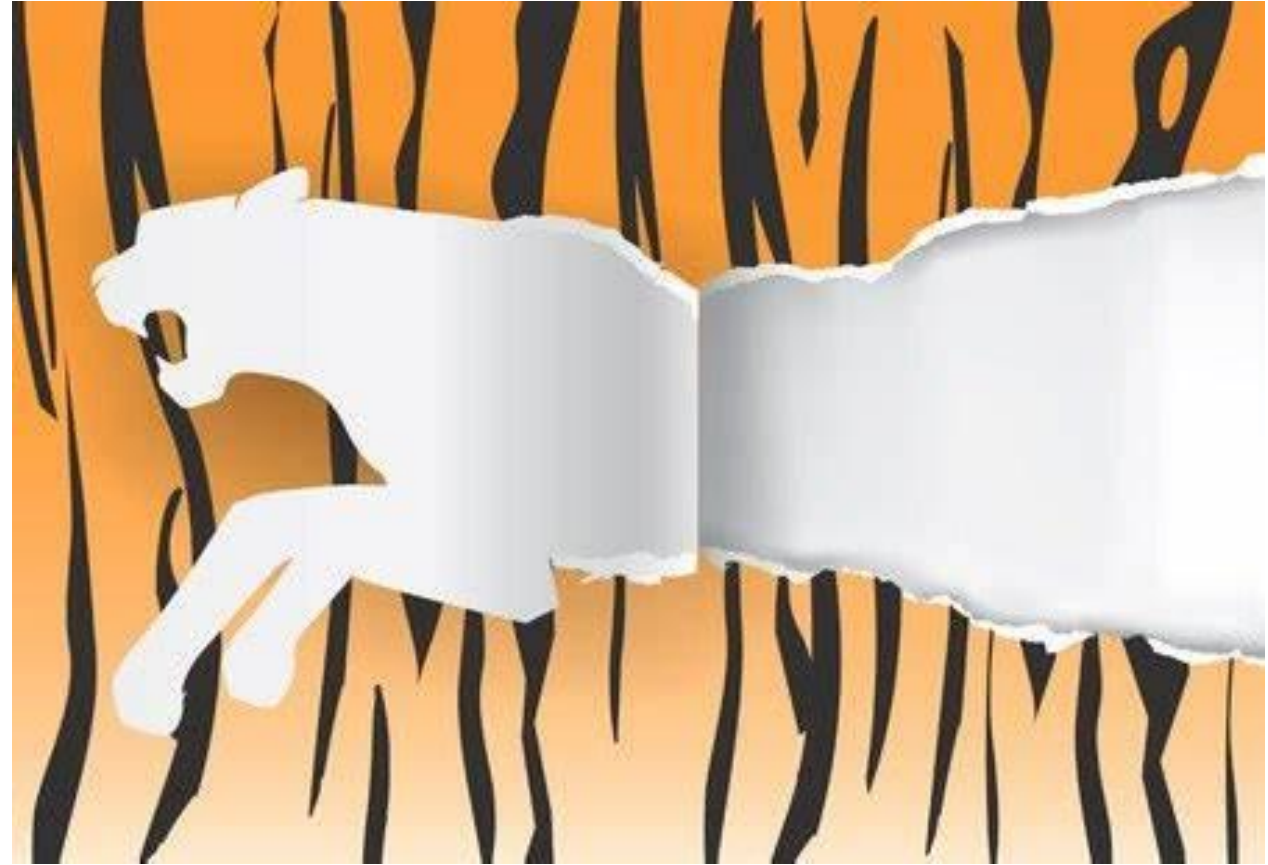
“The Boy Who was Raised as a Dog”,

“Born for Love”

Dr. Bruce Perry

<http://teacher.scholastic.com/professional/bruceperry/index.htm>

Activity - “THE FEARS ARE PAPER TIGERS”



The most difficult thing is the decision to act, the rest is merely tenacity,” ...Amelia Earhart.

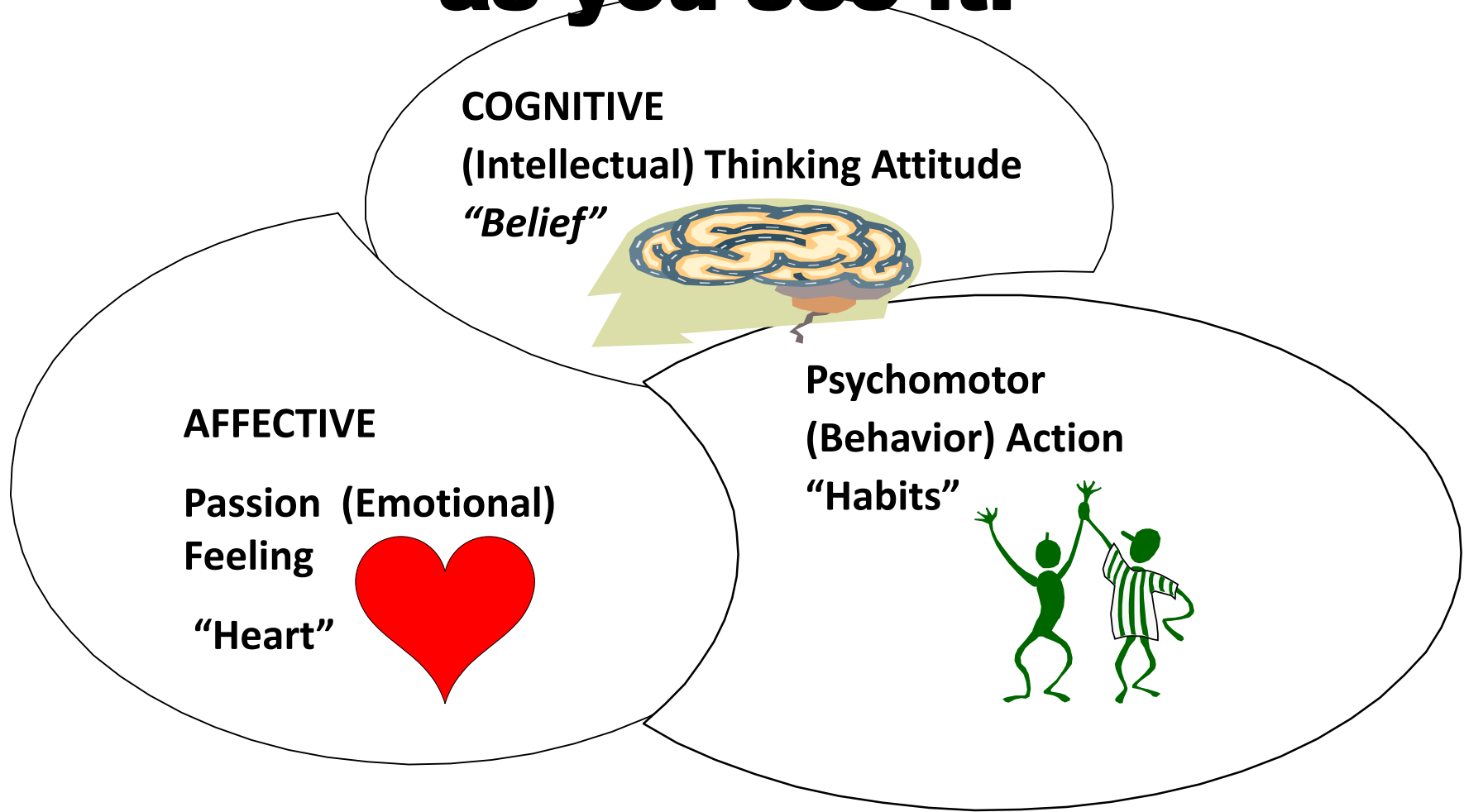
A painting of a man and a young girl sitting on a stone wall, looking at a tree with white blossoms. The man is on the right, wearing a striped shirt, and the girl is on the left, wearing a blue dress. The background is a soft-focus scene of a tree with white blossoms and green leaves.

**REGULATE,
THEN RELATE,
THEN REASON.**

Bruce D Perry

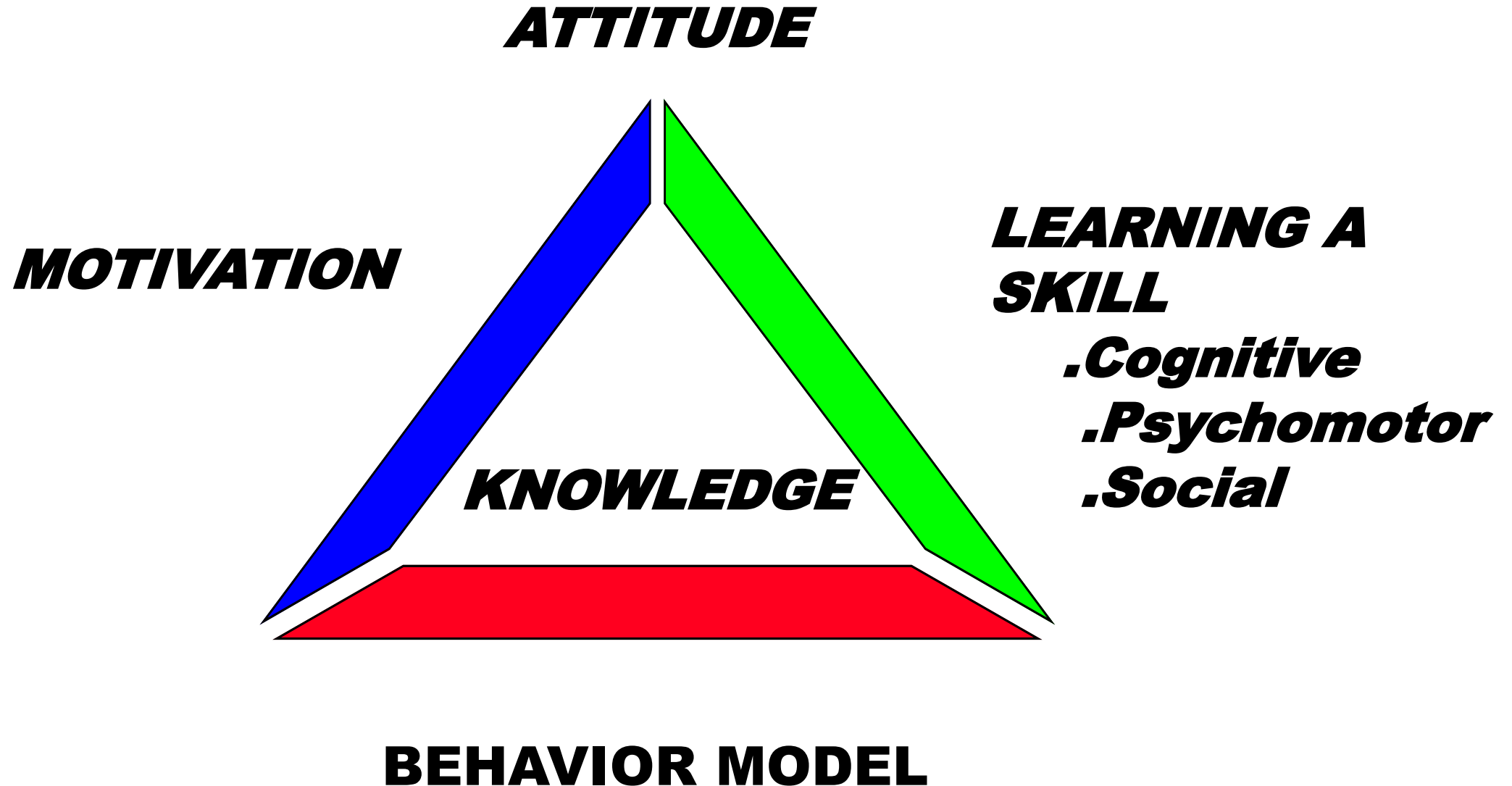
*NVR
Northampton*

Every behavior starts in the mind as you see it!



Behavior becomes your habit, character... your destiny!!!

HOW TO CHANGE

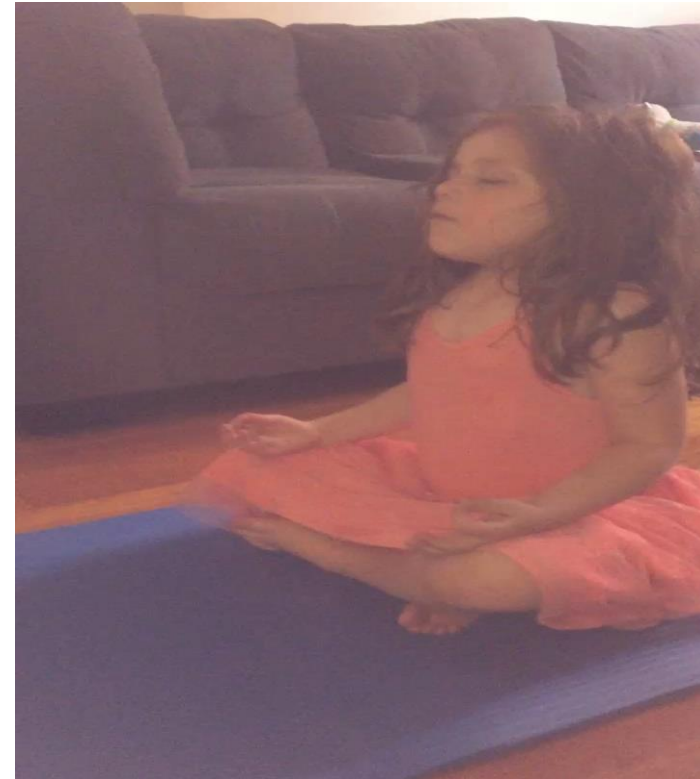


LESSON CYCLE

Social Emotional Skill Development

- Introduce Concept
- Model
- Practice
- Role Play
- Feedback
- Reteach
- Practice
- Summative

Modeling & Practicing Breathing



Modeling & Practicing Exercise?

- Aerobic
- Running
- Swimming
- Walking
- Stretching
- Yoga
- Thai Chi
- Qi Gong
- Meditation



Be a COACH...

repeat the skill, give a clear and consistent message....

Practice, Practice, Practice

WHEN they are Successful in the...**REAL
WORLD** They will be Motivated to Change!

TAKES **21** DAYS TO LEARN A SKILL OR **CHANGE
BEHAVIOR!**

Don't give up!!!!

CHILDREN LEARN HOW TO REGULATE THEIR
EMOTIONS THROUGH "CO-REGULATION". THE
BETTER WE CAN SOOTHE THEM WHEN THEY ARE
AGITATED, OR SUPPORT THEM WHEN THEY ARE
LOW, THE BETTER THEY "ABSORB" HOW
TO DO THIS FOR
THEMSELVES.

Stuart Shanker





Mindfulness Compassion

- Begin Self
- Small Changes
- Inner Critic
- Embrace Mistakes
- Find the Good
- Letter - Child in You
- Note - Future Perspective to Self

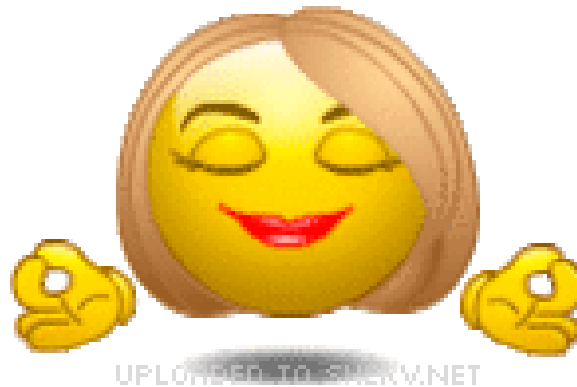
Mindfulness Compassion

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



Activity - Loving Kindness Meditation and more! – 10 minutes

- <http://marc.ucla.edu/mindful-meditations>



WHY?

"Our brain has a negativity bias,
which makes it like

VELCRO FOR THE BAD and
TEFLON FOR THE GOOD.

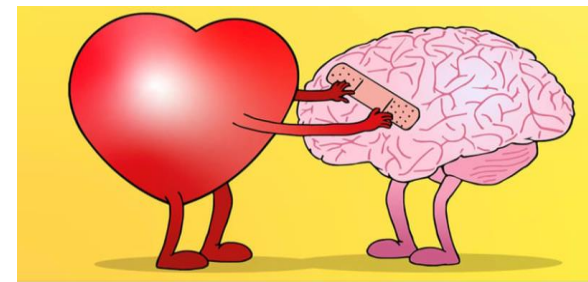
so we have to learn to take in
the positive experiences, weaving them
into the fabric of our brains."

-RICK HANSON, PH.D.



The body remembers the bad things to keep you safe. So for every bad experience, you need at least 5 positive experiences to replace the bad experience ... & if the child is damaged then the ratio goes up to possibly 1:17

Remember the brain is wired to help you survive, so be kind & compassionate with yourself.



Counselors Toolbox

Social Emotional Learning Toolbox

- **Self-Awareness**
- **Creativity**
- **Assertiveness**
- **Mental Flexibility**
- **Resilience**



What Tools

- **Find what tools and/or resources they already own**
- **Explore which areas of their lives they'd like to improve**
- **Identify which tools and/or resources they need to get there**
- **Discover ways in which we can compassionately add these resources to their toolbox**

Friendship Skill Steps

- **STEP ONE: Focus on One (Friendship) Skill Child Lacks**
- **STEP TWO: “Coach” the Friendship Skill**
 - “SHOW” them; don’t tell the skill; don’t lecture; don’t criticize; show them what it looks like; point it out in context
 - **STEP THREE: Provide Practice (and lots of it!)**
 - **STEP FOUR: Review Practice Session and Offer Feedback; Quick and Brief; Questions:** How did it go? What did you say? How do you think you did? What would you do differently, next time? Praise what your child did right or any new attempt; Acknowledge success and small gains. If your child wasn’t successful, talk through what didn’t go well, so she can try it differently the next time. As soon as your child feels comfortable with the skill, you’re ready to teach another one.
- **Step FIVE: Don’t Give Up! It takes 21 days to learn a new skill**
- **Step SIX: Continue helping your child rehearse the skill until they can transfer or use the skill in “three real world or with peers”**
- **Step Seven: Remember “Change” is hard!!!**
- ***Step Eight: Be Compassionate with self and others***

Lots of essential skills needed to make or keep friends!!!

Eye contact, Listening to a conversation,, Resolving conflicts, Introducing self, Meeting new people, Starting a conversation, Joining in, Handling rejection, Staying calm, Saying no, Encouraging, Asking permission, Apologizing, Sharing and taking turns, Bouncing back, Problem solving, Etiquette and manners (Saying thank you, please, excuse me), Suggesting an activity, Identifying and expressing your emotions, Sticking up for yourself, Expressing feelings, Accepting criticism and being teased, Compromising, Negotiating, etc

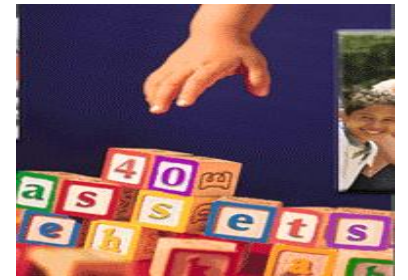
Activity: “Paper Tear”

1. Fold your paper in half like a hot dog bun.
2. Now close your eyes.
3. Tear off the left-hand corner, keeping your eyes closed.
4. Also keeping your eyes closed, fold the paper into a square.
5. Now tear off the bottom left-hand corner.
6. Fold the paper one more time and tear off the left-hand corner.
7. Open your eyes and unfold paper.
8. Ask all students to hold their papers over their heads and compare the results.

Process Communication/Listening Skill: Any papers similar? Are there more different paper tears than the same? How can everyone hear the same thing, yet our papers look so different?



Toolbox



Trauma-sensitive practices acknowledge the prevalence of traumatic occurrence in children's lives & creates a flexible framework to provide universal supports; is sensitive to unique needs of children and is mindful of avoiding re-traumatization.

Resilience Tools & Practices

- 40 Developmental Assets
- ACE Questions
- Character Education
- Love & Logic Strategies
- Mindfulness Skills Strategies
- Relationship Builders
- Resilience Inventory
- Restorative Practices
- Social Emotional Skills
- Trauma Sensitive Schools Practices
- Any More Suggestions?

ACEs Handout

What's Your ACE?

Adverse Childhood Experiences Score

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?

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?

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?

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?

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?

6. Were your parents ever separated or divorced?

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?

8. Did you live with anyone who was a problem drinker, alcoholic or who used street drugs?

9. Was a household member

Depressed or mentally ill or did a household member attempt suicide?

10. Did a household member go to prison?



Add up the all the 10 questions that you answered as **YES**. This is your ACE score. Score can be 0 – 10.



What are the Health Risks?

The higher your ACE Score, the greater risk for long-term psychological and physical health problems. We can build resiliency within ourselves and in our children to help buffer against these negative outcomes.

The Adverse Childhood Experiences (ACE) Study is the largest longitudinal study of its kind to empirically demonstrate that various types of childhood toxic stress increase the risk for physical and mental disease in adulthood. As your ACE score increases, so does the risk of disease and emotional problems. ACEs are very common.

Household dysfunction

Substance Abuse	27%
Parental Separation/Divorce	23%
Mental Illness	17%
Battered Mother	13%
Criminal Behavior	6%

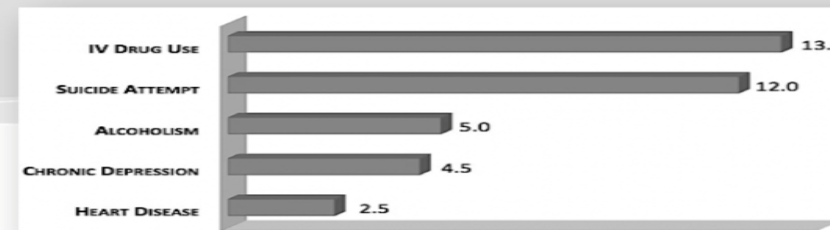
Abuse

Psychological	11%
Physical	28%
Sexual	21%

Neglect

Emotional	15%
Physical	10%

For example, with an ACE score of 4 your risk for heart disease is 2 ½ times greater and your risk for abusing alcohol is 5 times greater!



Learn more about the ACE study:



HANDS ARE FOR HOLDING
STOP SPANKING.ORG

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

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 ves enter 1 _____



5 Ways to Build Resilience - Video

Leicestershire Partnership NHS Trust

<https://www.youtube.com/watch?v=1FDyiUEn8Vw>

Resilience can **BUFFER** the Impact of **ACEs**

- In this study, children were assessed by their teachers whether or not they exhibited the quality of resilience and then assessed for their school performance
- Comparisons were then made among children who scored 0, 1 or 2+ points on the ACE survey
- Increasing risks for emotional, mental health or behavioral issues were noted with increasing ACE scores across the board
- However, for each **ACE score (0, 1 or 2+), resilient children demonstrated:**
 - **Less absenteeism**
 - **More classroom engagement**
 - **Less need to repeat a grade**

Sege R, Bethell C, Linkenback J et al. Balancing Adverse Childhood Experiences (ACEs) with HOPE* New Insights into the Role of Positive Experience on Child and Family Development. 2017.

Improving Resilience

Crucial 7 C's

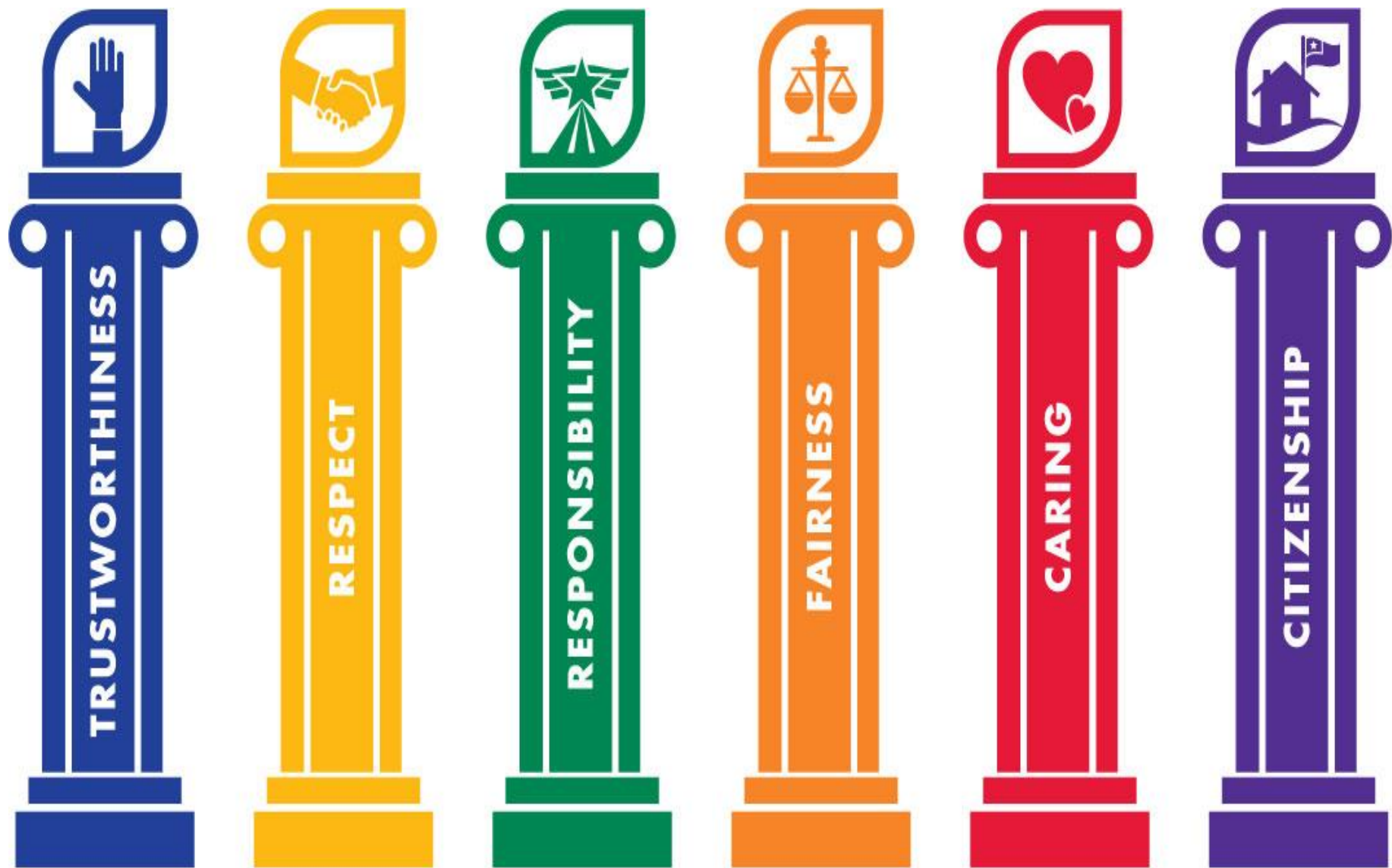
- Confidence
- Competence
- Connectedness
- Character
- Contribution
- Coping
- Locus of Control

*“If we build resilience in youth,
they will be better equipped to
overcome adversity!”*

*Ginburg KR, M.D., The Penn
Resilience Project*

The American Academy of Pediatrics Model of
Resilience Describes the Crucial 7 C's

www.ppc.sas.upenn.edu



The Six Pillars of Character[®]

<https://charactercounts.org/>

© 2000 Josephson Institute



SIX PILLARS OF CHARACTER

- **TRUSTWORTHINESS** — integrity, honesty, promise-keeping, loyalty
- **RESPECT** — courtesy, autonomy, dignity, diversity, Golden Rule
- **RESPONSIBILITY** — duty, accountability, pursuit of excellence
- **FAIRNESS** — openness, consistency, impartiality
- **CARING** — kindness, compassion, empathy
- **CITIZENSHIP** — lawfulness, common good, environment

Childhood Resilience Survey

Take time to reflect on the following based on your experiences growing up.

Someone in my family often stood by me in hard times.	YES or NO
I had someone in my family to talk with about difficult feelings.	YES or NO
I often felt supported by friends.	YES or NO
I often felt a sense of belonging in high school	YES or NO
I often enjoyed community traditions.	YES or NO
I often had at least 2 adults, other than my parents, who took an interest in me.	YES or NO

Sege R, Bethell C, Linkenback J et al. Balancing Adverse Childhood Experiences (ACEs) with HOPE* New Insights into the Role of Positive Experience on Child and Family Development. 2017. Found at: <https://hria.org/wp-content/uploads/2017/05/Balancing-ACEs-with-HOPE.pdf> .

How Do I Develop Resiliency?

ACEs increase our risk of experiencing a range of mental and physical health problems. Resiliency creates a buffer that protects us from these risks. Building our own resiliency also helps us develop resiliency in our children. How are you resilient and where do you need more support?

Relational Health (Relational Reward)

How good do our relationships make us feel? If relationships are unpredictable, or we are afraid to seek compassion and support from others, then we will have to rely on other, less effective ways, to feel good.

- ☐ I have good friends who support me.
- ☐ I have mentors or someone who shows me the way.
- ☐ I feel secure in my close relationships.
- ☐ I am empathetic to others.
- ☐ I trust my close friends.
- ☐ My role as a caregiver/provider is important.
- ☐ I feel like I belong in my community.
- ☐ I am lovable.
- ☐ I regularly reach out to those I trust for comfort when I'm distressed.
- ☐ I can ask for help.
- ☐ It is OK if some people do not like me.
- ☐ I am able to say no.

Sensory Reward

These questions help clarify if you are able to enjoy healthy sensory reward in a way the consistently restores your sense of wellbeing. We may rely too heavily on sensory reward to feel better, due to problems with self-regulation and/or our relationships.

- ☐ I have a hobby that I enjoy.
- ☐ I have a satisfying love life.
- ☐ I enjoy regular physical contact with my loved ones.
- ☐ I enjoy listening to music, singing, playing an instrument.
- ☐ I regularly enjoy moving in my body.
- ☐ I eat when I am hungry, drink when I'm thirsty, sleep when I'm tired.
- ☐ My weight is within a healthy range.
- ☐ I have few or no alcoholic drinks, 1 or less daily.
- ☐ I do not use tobacco: smoke, chew, dip
- ☐ I eat a healthy diet most days, 5 fruits/vegies.

Advanced Mind

Our advanced mind develops best when our bodies feel good and our relationships nourish us. These are the conditions that help us to develop the most human part of our brain that feels empathy toward the world and ourselves. It is our "big picture" thinking. When this part of our brain is engaged, we can tolerate life's difficulties more easily, and stay connected to others even if we're suffering.

- ☐ I practice mindfulness or meditation.
- ☐ I am creative.
- ☐ I communicate effectively with others.
- ☐ I try many different ways to solve a problem.
- ☐ I enjoy learning and seek out new knowledge.
- ☐ I am open to new ideas.
- ☐ I can usually find something to laugh about.
- ☐ I express my emotions.
- ☐ I am flexible.
- ☐ My life has meaning.
- ☐ I am a friend with myself.
- ☐ When I make plans, I usually follow through.

Self-Regulation

What is your baseline level of arousal and reactivity that you experience both in a physical (elevated heart rate, breathing, perspiration, respiration) and emotional way?

- ☐ I can calm myself down.
- ☐ I usually wake up feeling refreshed.
- ☐ I exercise 2+ times a week.
- ☐ I regularly engage in breath centered activities (yoga, tai chi, qigong, walking, running)
- ☐ I have the energy I need to do the things that are important to me

Watch a free webinar to learn more about **resiliency** and the meaning of this assessment:

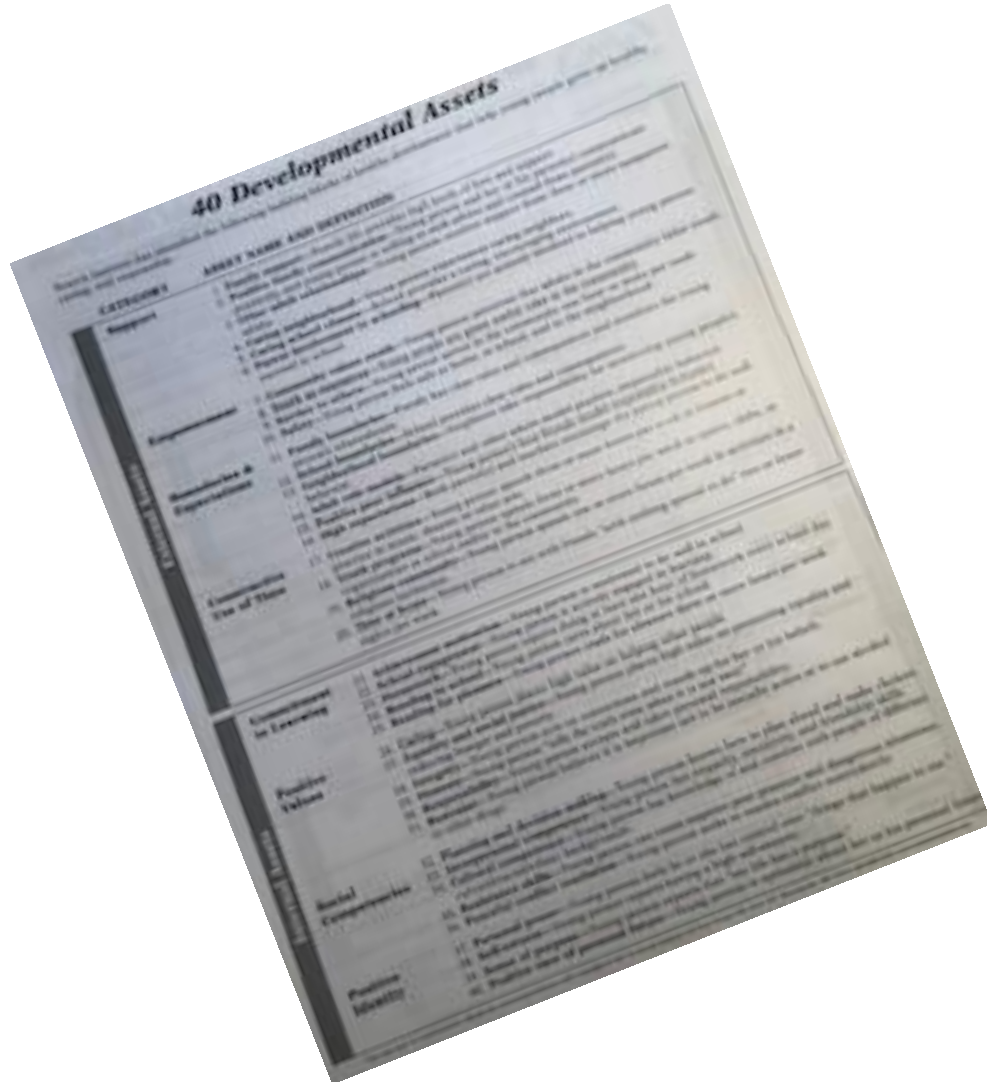


For more information, contact:

Robbyn Peters Bennett, LPC
www.RobbynPetersBennett.org
robbypeters@outlook.com
(503) 288-8313

<https://stopspanking.org/nip/resiliency/>

✓ Checklist of 40 Assets & Self-Advocacy



- Take a moment & review the 40 Assets that students need to be successful.
- How many did you have when you were young?
- Place a star by the assets that could impact self-advocacy skills.
- Share with small groups of students and brainstorm strategies to promote assets #5, #8, #15, #34, & #36 on your campus.



Trauma-Informed School Practice 9 Modules

- 1. Introduction to Trauma**
- 2. Sense of Safety**
- 3. Creating Safety**
- 4. Relationships**
- 5. Trauma & The Brain**
- 6. Self-Regulation**
- 7. Empowerment**
- 8. Self- Care**
- 9. Disciplinary Practices**



Video can be search by name on YouTube. Videos created by Madison Metropolitan School District.

<https://dpi.wi.gov/sspw/mental-health/trauma/e-resources>

De-Escalating by Building Relationships “Be a Horse Whisper!”

1. **Watch the movie “Buck”** – discuss it with school personnel www.buckthefilm.com trailer, also, watch “Paper Tiger” trailer. <https://vimeo.com/110821029> Relate the movie to your students.

Find a way to touch ... high five, fist bump, etc. **What can we do to build trust? How can we assure students feel safe?**

2. **Making deposits** with our toughest kids or adults! Find the toughest kid/adult to be a “HORSE WHISPER”... provide positive interaction & Choices! Always say, “PLEASE & THANK YOU”!!!

Deposits - Provide three, “I notice” – “I notice that you like to defend your friends”, etc per week for 3 weeks

3. **Provide Choices** - What would work best for you _____ or _____. Feel free to _____ or _____

4. **Help them problem solve** – empathize, ask questions, don’t tell them what to do, help them solve it, sample:

That is so sad, what are you going to do?

Would you like to hear what other people do?

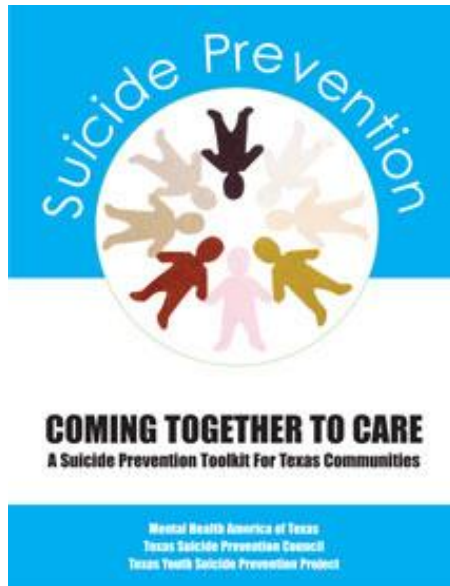
Would any of those work for you?

Let me know how it goes, I’ll talk to you later.

Follow up, later, next day and ask, “how did it go, what did you decide to do?”

Self – Compassion Self-Reflection & Future Reminders Discussion

- 1. What stress am I carrying on my shoulders?**
- 2. What am I proud of in my personal or professional life?**
- 3. What goal can I make to be more compassionate to self?**
- 4. What goal can I make to be more compassionate to others?**



**Texas Suicide
Prevention Council 17
local coalitions and
18 statewide
associations with
online toolkit**

- The National Suicide Prevention Resource Center www.SPRC.ORG
- Mental Health America of Texas www.Mhatexas.org
- American Association of Suicidology www.Suicidology.org
- American Foundation for Suicide Prevention www.afsp.org
- AT Risk - Avatar Simulation www.kognitocampus.com/faculty/
- The Jason Foundation, Inc.
- School Based Youth Suicide Prevention <http://theguide.fmhi.usf.edu>
- Sesame Street http://www.sesamestreet.org/playlists#media/playlist_153
- Texas Suicide Prevention Council www.TexasSuicidePrevention.org
- Center for Disease Control <http://www.cdc.gov/violenceprevention/suicide/index.html>

Resources

www.casel.org to learn more about national SEL work.

19 TAC Chapter 115. Texas Essential Knowledge and Skills for Health Education

<http://ritter.tea.state.tx.us/rules/tac/chapter115/index.html>

A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K-12th Grade

https://tea.texas.gov/counseling_guidebook.html

Austin ISD

<https://www.austinisd.org/sel>

Eanes ISD

https://www.eanesisd.net/uploaded/District/Academics/services/Healthy_Chaps/District_SEL_scope_and_sequence.pdf

Sharing Corner

- <https://www.gonoodle.com/> Gonoodle
- <https://www.therapistaid.com/> Therapistaid
- <https://youtu.be/VujyGcyKljg> Zones of Regulation
- <https://www.teacherspayteachers.com/Browse/Search:social%20story%20bundle> Social Stories –Bundles from Teacher Paid Teacher
- HEB - Read 3 - program help parents to encourage healthy habits, etc.
- HEB Buddy League
- <https://yellowribbon.org/> - Suicide
- Rainbow Days, Inc... Drug Prevention - [214.459.1700](https://www.rainbowdays.org/) Curriculums: Kid Connection, Youth Connection, etc.
- (Remember Social Skills are the same ... Tópico is different!)
- **Eddie Cooker**, 719-306-0156 – **Suicide**
<http://thewezmoreproject.org/>
- **Children and trauma: How Sesame Street can help**
<https://sesamestreetincommunities.org/topics/traumatic-experiences/>
- **Dialectical Behavioral Therapy Skills:**
<https://positivepsychology.com/dbt-dialectical-behavior-therapy/>
- **64 Children's Books About Death & Grief**
- <https://whatsyourgrief.com/childrens-books-about-death/>
- **Rethink Curriculum -**
<https://www.rethinked.com/sel>

Follow Up... Moral of the Story!



Social Skill – Regulate Emotion

- Think (belief/thought/mind)
- Mindful/Assess (feelings/passion/heart)
- Before we say or do (behavior/action/habits)

* Yes, the dryer came in, finally 😊



Action

1. What is one thing you found interesting?
2. What is one thing you will research further?
3. What's your next step?
4. Thank YOU!!!