



BELONG partners

*Building Equitable Learning Opportunities
and Nurturing Growth*



Reimagining Resilience 1

USING A TRAUMA LENS

COURSE ELEMENTS



▶ WATCH

Build foundational knowledge through pre-session videos



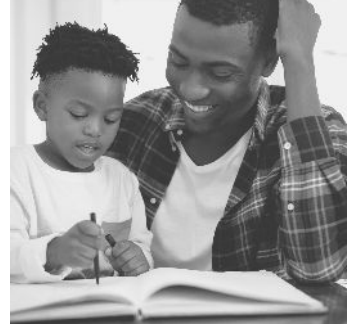
✍ REFLECT

Use questions in this workbook to see how this learning applies to you



💬 ENGAGE

Gather on Zoom to discuss, play, and practice learning together



🧠 APPLY

Practice skills with young people

	Session 1 REGULATE	Session 2 RELATE & REASON
▶	<u>Adverse Childhood Experiences (ACES)</u>	<u>Attachment & Our Resilient Brain</u>
✍	Questions on p. 3-4	Questions on p. 8; 11
🧠	Activities on p. 7	Activities on p. 10; 12-14

Session 1: Regulate

Trauma and the resilient brain



Watch [Adverse Childhood Experiences \(ACES\)](#) and the impacts on the brain and body



Answer the questions below

1. What brings you to Reimagining Resilience/this learning event?

What are you most hoping to get out of it? What problems are you trying to solve?

2. Think about at least one child who you struggle/have struggled to be in relationship with. We'll have you think of this child as we apply our learning throughout the workshop.

Name: _____

Describe this child:

What are some of their strengths?

What do they do that challenges you?

How have you responded to this behavior?

What actions have you taken?




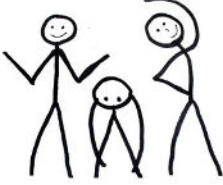
What works?

3. What learning or reflections do you have after watching the video?

4. When you think of your identified child from above, what kind of adverse experiences or adverse community environments have impacted them? How does thinking about this child in this context help to inform your responses to them?

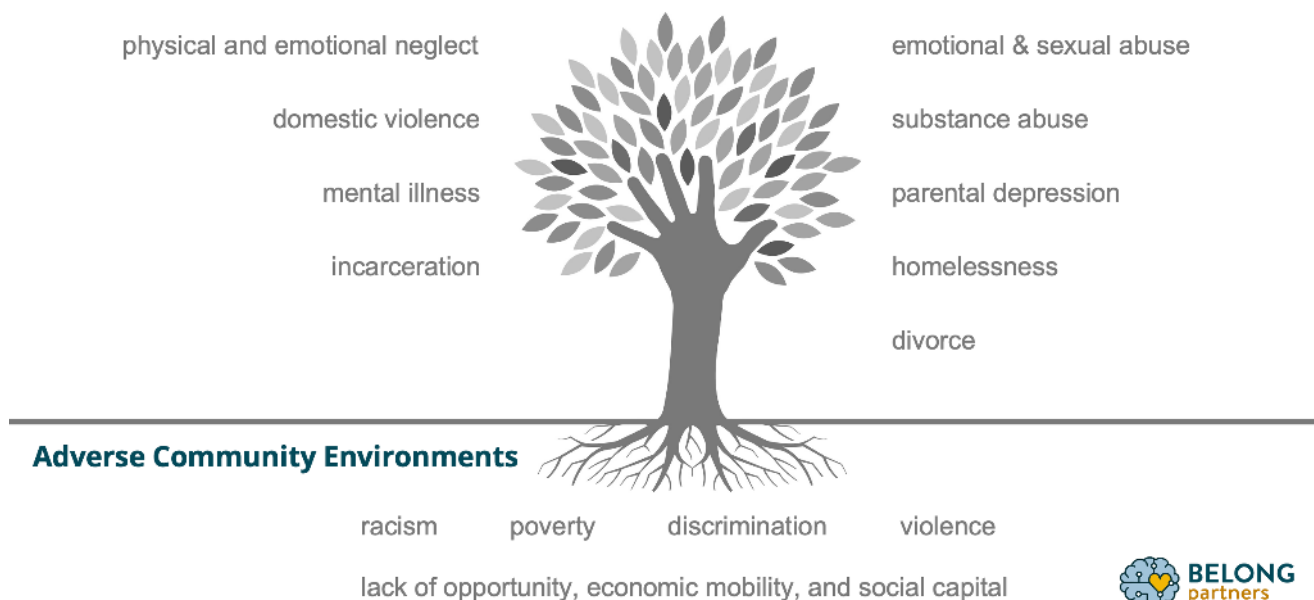


Join us for Zoom Session 1

<p>Finger Breathing</p>  <p>© BELONG Partners</p>	<p>Finger Focus</p>  <p>Press palms flat. Move each pair of fingers apart without moving the others. Start slow. Then, increase speed.</p> <p>© BELONG Partners</p>	<p>Hot Cocoa Breathing</p>  <p>© BELONG Partners</p>
<p>Headphones</p>  <p>© BELONG Partners</p>	<p>Calm Down Zone</p>  <p>© BELONG Partners</p>	<p>Body Shake</p>  <p>© BELONG Partners</p>
<p>Notice...</p> <p>3 things you see 3 things you hear 3 textures you can touch</p>  <p>© BELONG Partners</p>	<p>Imagine a Calm Place</p>  <p>© BELONG Partners</p>	<p>Glitter Bottle</p>  <p>© BELONG Partners</p>
<p>Stress Ball</p>  <p>© BELONG Partners</p>	<p>Stretch</p>  <p>© BELONG Partners</p>	<p>Name Your Feeling</p>  <p>© BELONG Partners</p>

Self-Regulation Tool Cards

Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*, 17 (2017) pp. S86-S93. DOI Information: 10.1016/j.acap.2016.12.011

The Brain



Brain in the Hand

Watch Dr. Daniel J Siegel's "[The Brain in the Palm of your Hand](#)" video.



WRIST
brain stem
lizard brain



THUMB
limbic system
emotions



FINGERTIPS
pre-frontal cortex
executive function



"FLIP"

Drawings by Jody McVittie



Apply

How might you teach and use Brain in the Palm of the Hand and Self-regulation?

- Self-regulate before co-regulating with student
- Teaching Brain in the Palm to students
- Help students identify feelings
- Provide daily self-regulation practice
- Teach children to use "calming spaces"
- Other?

Session 2: Relate

Attachment and Encouragement

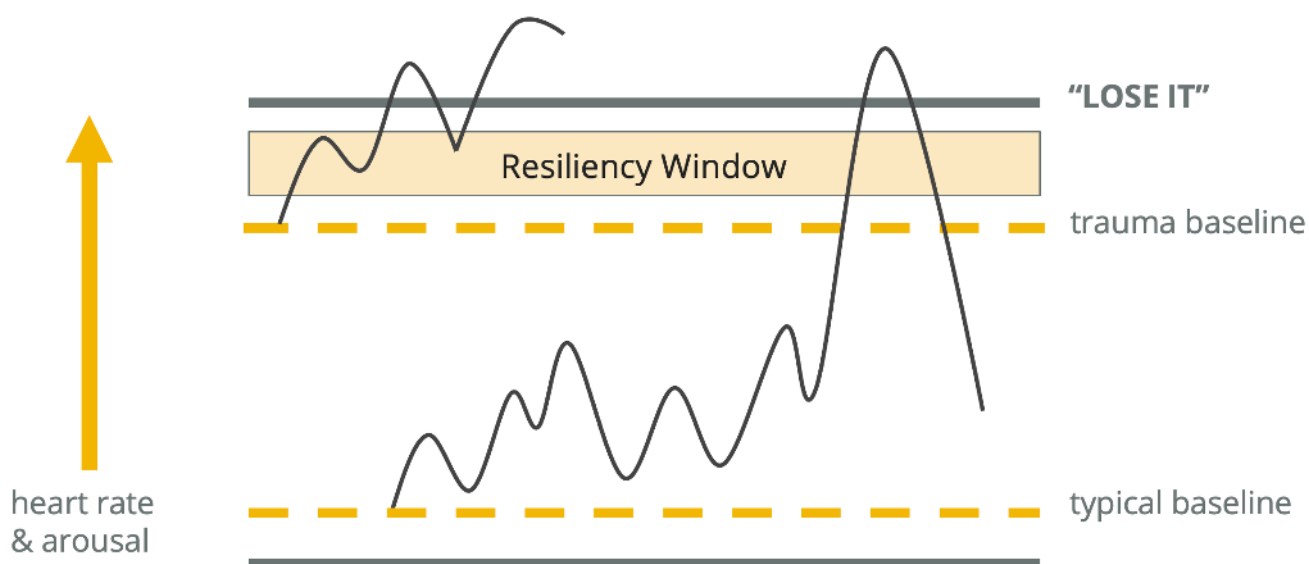


Watch [Attachment](#)



Answer the questions below

Stress Response



1. What kind of things shrink the resiliency window (increase stress) of your identified student and other students you work with?
2. What kind of things stretch the resiliency window of your students? In other words, how do you and your school/org buffer students from the impacts and build resilience?

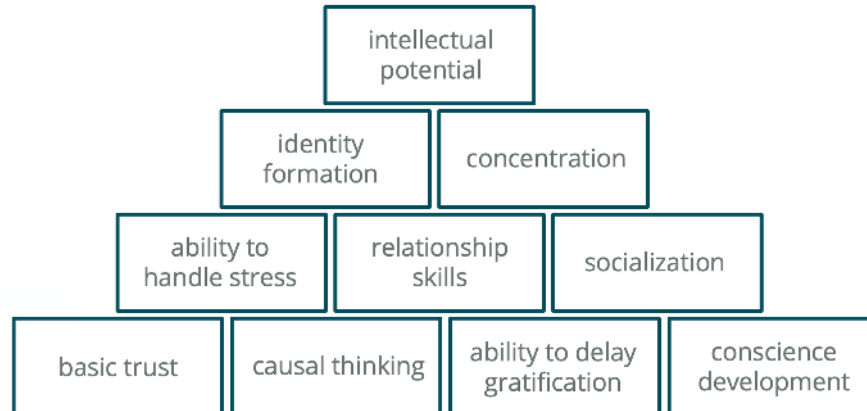


Join us for **Zoom Session 2**



Apply

Attachment Building Blocks



Penny Davis, MA, adapted from 'Attachment Parenting' by Grossmont College Foster and Kinship Education

Tools for Strengthening Building Blocks

Use this checklist to see how you can contribute to a child's sense of attachment.

BASIC TRUST

- Invite a sense of safety by being predictable, consistent, honest
- Be patient
- Set routines
- Shape relationships based on dignity and respect
- Listen to their stories

ABILITY TO HANDLE STRESS

- De-escalate
- Teach students about their own brain
- Use "I" statements
- Learn language for emotions
- Be consistent with routines
- Model problem solving

- Create "chilling out" space
- Schedule class meetings
- Learn from mistakes

RELATIONSHIP SKILLS

- Shape relationships on dignity and respect
- Hold class meetings
- Practice problem solving
- Focus on solutions (not consequences)

CONSCIENCE DEVELOPMENT

- Ask "what" and "how" questions
- Set routines
- Hold class meetings
- Build empathy
- Celebrate ability to delay gratification

- Develop skills for understanding and respecting differences

CAUSAL THINKING

- Ask "what" and "how" questions
- Limit choices
- Focus on solutions

IDENTIFY FORMATION

- Assign jobs
- Give ways for kids to contribute meaningfully
- Use "I" statements
- Give opportunities to practice during play
- Learn how to make amends and fix mistakes (no "paying for mistakes")

Encouragement Planner

Use this planner to track how you implement the 2x10 encouragement framework. Here are three sentence starters to help practice encouragement:

Descriptive: I notice...

Appreciative: I appreciate...

Empowering: I have faith/know/trust/saw...

Who might you use the 2x10 encouragement framework with? _____

Day	Encouragement 1	Encouragement 2	Observations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Encouragement is rooted in the work of Alfred Adler and Rudolph Dreikurs.

Get more ideas for using encouragement from [Positive Discipline](#).

Read more about 2x10: [Assuming the Best - Educational Leadership \(ascd.org\)](#).

Session 3: Reason

Tools for shared leadership



Answer the questions below

1. What are some ways you share power in your school or classroom? What other ideas would you like to try?
2. How do you provide a platform for student voice and opportunities for student decision-making?
3. What are some ways educators can address anti-Blackness and promote anti-racism in their pedagogy? How would you envision a school community helping with that work?
4. How can school community come together to compassionately address adult discomfort and support adult learning and growth?



Join us for **Zoom Session 3**

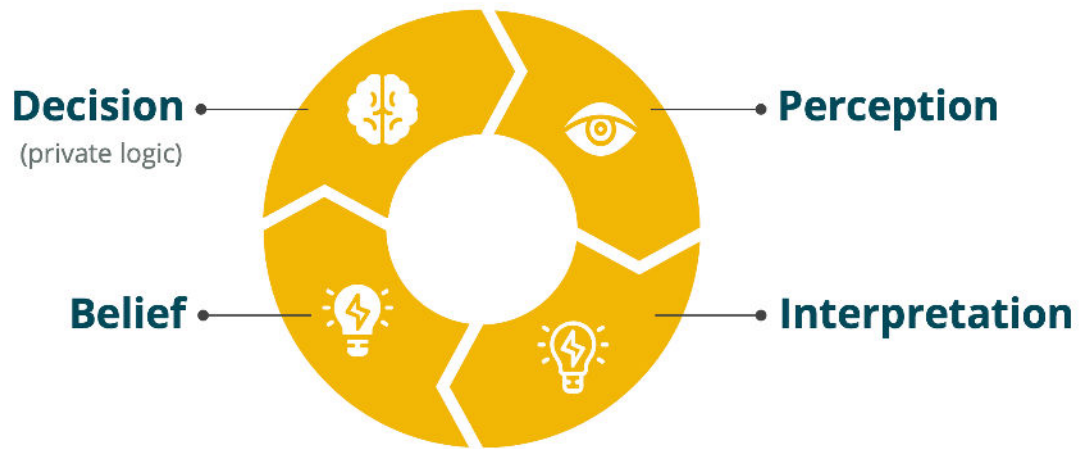


Apply

Consider these situations. Choose one or more of these strategies to address the challenge. Use the space to write down what you could say or do.

Situation	“Don’t” (or typical response)	“Do”	Ask (What...? How...? I’m curious...)	Connect (before redirecting or correcting)
Luna is running in the hallway.	Don’t run!	Please walk.	How do we move through our hallways at Sunny Elementary?	I see you’re in a hurry. Remember to use your walking feet.
Summer is loud during circle time—again!	Summer, don’t interrupt.	Summer, voice quiet (putting hands to lips).	Summer, what are our agreements for circle time?	Summer, I see you’re really having a hard time following our circle agreements. Would you like to sit here instead or take a one-minute break?
Atticus gets angry and tears another child’s paper.				
Jack forgets his homework every day. You have talked with him about why he needs to remember his homework.				
Maya said that she needed to go to the bathroom, but you learn later that she lied. She went to the library to visit her friends.				
Now you name a situation:				

Private Logic



Based on the work of Alfred Adler

Private Logic Exercise

Private logic invites us to imagine how a child might perceive a situation. We can look under the behavior to explore how what we see as misbehavior may be a logical decision that helps a child achieve a sense of belonging. Use this example as a model for examples that you have experienced. Describe the situation and imagine what the child might see, think, and believe, and what decision they therefore might make.

Situation	Perception what they see and hear	Interpretation what they think	Belief what they start to believe about themselves and others	Evaluation/Decision how they decide to behave in order to have a sense of belonging and significance
Ricky is frequently being disruptive and distracting others in the classroom and gets sent to the office.	My teacher is always picking on me. She corrects me and yells at me a lot. She gets upset with me for doing the same thing other kids do.	My teacher doesn't like me. My teacher is unfair.	I don't count and belong in this community.	I will "misbehave" and cause trouble to get out of the classroom (where I have a relationship with the principal).

Based on the work of Alfred Adler.

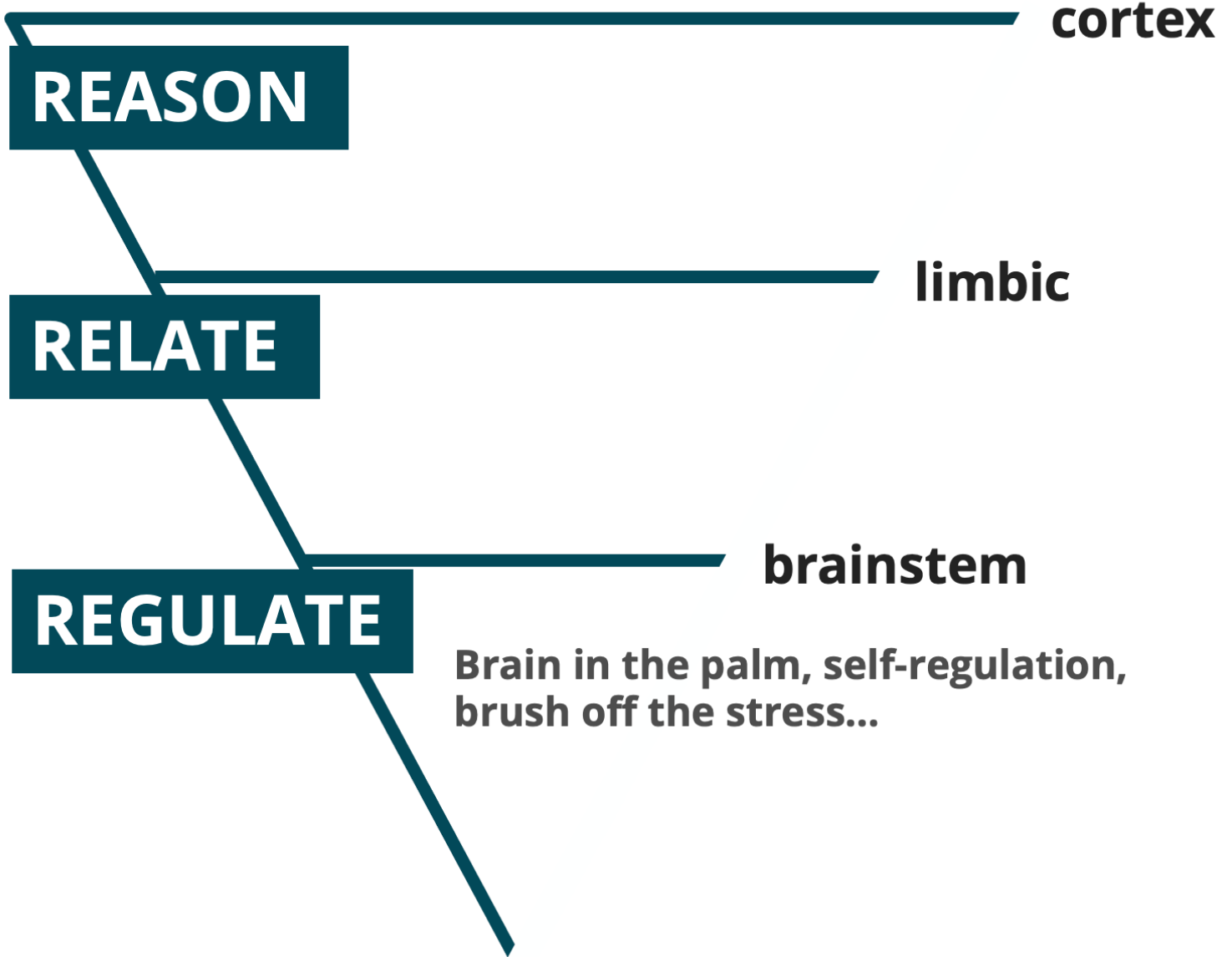
How can you use private logic to understand what might be going on for students whose behavior is a challenge for you? Any insights about the private logic of your identified child?

Workshop Reflections

Thinking back to the child you identified at the beginning of the workshop, what do you notice about your perceptions and feelings about the child now?

What tools or ideas do you have for being in relationship with the child (and other children)?

What did you learn in each of these sessions? What tools will you bring to your setting?



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Resources

Bruce D. Perry, M.D., Ph.D.

bdperry.com

[SevenSlideSeries: The Human Brain - YouTube](#)

Daniel J. Siegel, M.D.

The Brain in the Palm of Your Hand is the work of Daniel J. Siegel, M.D., first published in his book, *Parenting from the Inside Out* (2003) and more recently published in *The Whole-Brain Child* (2011). Dr Siegel is not associated and/or affiliated with and does not endorse and/or sponsor BELONG Partners and/or its activities.

Positive Discipline

Positive Discipline in the School and Classroom Revised 6th Edition by Teresa Lasala, Jody McVittie, and Suzanna Smitha, 2018. Based on: *Positive Discipline in the Classroom Teacher's Guide* by Jane Nelsen and Lynn Lott.

2x10 research

[Assuming the Best - Educational Leadership \(ascd.org\)](#)

Nadine J. Burke, et. al.

The impact of adverse childhood experiences on an urban pediatric population. *Child Abuse Negl.* 2011 Jun; 35(6): 408–413 [The impact of adverse childhood experiences on an urban pediatric population. - Abstract - Europe PMC](#)

<https://centerforyouthwellness.org/>

ACES

[Adverse Childhood Experiences \(ACEs\) \(cdc.gov\)](#)

Self-Regulation

Get BELONG Partner's [Self-Regulation Tool Cards](#)



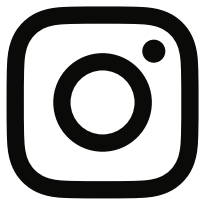
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