Mindfulness

Practicing Mindfulness Activities (examples)

- One thing exercise
- Somatic experiences
  (Observe, describe, participate)
- Wise Mind
  (breathing, self reflection)
- Bi lateral movements
- Mystery Game of Mindfulness
What is Competency?

- Mastery and Success across life domains
  - Social Connections
  - Community Involvement
  - Academic Engagement

- Building Resiliency
  - [www.resiliencetrumpsaces.org](http://www.resiliencetrumpsaces.org)

- Resilience Games

Skill One: Competency

Executive Functions
- PFC (prefrontal cortex)
- Accessing upstairs brain
  - Delay responses
  - Anticipate consequences
  - Evaluate outcomes
  - Make a decision
- Build Problem Solving Skills
- Acting vs Reacting
- Awareness of Choice

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
What we are learning about discipline and engagement for different youth ...

Theory 1: Kids do well when they want to

Theory 2: Kids do well when they can

We are moving to understand via neuroscience, trauma informed care, and resilience research that theory number 2 is more accurate ....

“Where there is a skill there is a way” ... Dr. Stuart Ablon
Changing or Dropping Expectations

• Pulling from the Collaborative Problem Solving Models (work of Dr. Ross Greene - [https://www.livesinthebalance.org/](https://www.livesinthebalance.org/))

• Challenging kids need most to develop ...
  • Frustration Tolerance
  • Cognitive Flexibility
  • Problem Solving Skills

Straight consequences won’t do that …

"We cannot solve problems with the same thinking that created them."
Albert Einstein
• Pulling from the Collaborative Problem Solving Models (work of Dr. Ross Greene - https://www.livesinthebalance.org/)

  • Plan A – Make them
  • Plan B – Collaborative Solution
    • Full understand concern from child’s perspective (empathy)
    • Place your concern on the table (adult’s concerns)
    • Collaboratively build a solution for this concern (invitation)
  • Plan C – Drop it/Ignore it
The Plans

- Plan A
  - Gentle or Hard, it doesn’t teach problem solving
  - “Might makes right” approach often
  - Often increases challenging behaviors
Plan B

- Is messy and a 2 way collaborative process
- Emergency (not ideal) or Proactive
  - Empathy
    - “I’ve noticed when .... What’s up?
  - Reflect and Clarify
  - Ask why, what, when, where
  - Break it apart
- Adult Concern
- Invitation

Lost at School
(Greene, 2014)
pp. 95-97
Plan C

- Set aside
- Allows adults to prioritize

Emergent – “Not doing it”

Okay (for now)

Pro-Active – List of lack of skills and unsolved problems

What are our priorities? Focus on those
Skill 2 : Competency

Self Development and Identity

- Seeing a sense of future
- Developing
  - Unique self
  - Positive Self
  - Coherent Self (before and after trauma)
  - Future Self

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
Self Identity
An example of Challenges to Self Identity
Another Example of Self Identity
Shame, Vulnerability and the Power of Connection

DR. BRENÉ BROWN’S WORK
Defining Shame

Guilt = I did something bad

Shame = I am bad

Embarrassment = Fleeting, can laugh about it later

Humiliation = “I didn’t deserve that”
12 Categories of Shame

- Appearance and body image
- Money and work
- Motherhood/fatherhood
- Family
- Parenting
- Mental and physical health
- Addiction
- Sex
- Aging
- Religion
- Surviving trauma
- Being stereotyped or labeled

WHAT IS SHAME AND WHY IS IT SO HARD TO TALK ABOUT IT?

1. We all have it. Shame is universal and one of the most primitive human emotions that we experience.

2. We’re all afraid to talk about shame.

3. The less we talk about shame, the more control it has over our lives

   ...shame is the fear of disconnection (68)

1. Recognizing Shame and Understanding Its Triggers. Shame is biology and biography. Can you physically recognize when you’re in the grips of shame, feel your way through it, and figure out what messages and expectations triggered it?

2. Practicing Critical Awareness. Can you reality-check the messages and expectations that are driving your shame? Are they realistic? Attainable? Are they what you want to be or what you think others need/want from you?

3. Reaching Out. Are you owning and sharing your story? We can’t experience empathy if we’re not connecting.

4. Speaking Shame. Are you talking about how you feel and asking for what you need when you feel shame?

BIG PICTURE COMMUNITY RESILIENCE
What is Trauma Informed Care?

Definition of trauma (the three “Es”):
- Event(s)
- Experience of the event(s)
- Effect

Definition of a trauma-informed approach (the four “Rs”):
- Realize
- Recognize
- Respond
- Resist retraumatization
Resist RE-Traumatization
Helping Henry and His Family Navigate to Recovery

**Module 4, Activity 4B**

**Emotional Chain of Custody**

Experience shapes response to future trauma
Community Resilience
Surviving is important. Thriving is elegant.

- Maya Angelou
Community Thriving Goals

- Increase the Resilience of the Youth and Parents with Higher ACEs and Higher Risk by promoting INDIVIDUAL youth and parent resilience

- Change the communities POPULATION health by decreasing the NEXT GENERATION’s ACE Scores through PARENTAL RESILIENCE
Creating the Virtuous Cycle

Promote Virtuous Cycle of Health

Moderate ACE Effects, Improve Wellbeing Among Parenting Adults

Prevent High ACE Scores among Children

Mutually Reinforcing
NEAR SCIENCE

- Neuroscience
- Epigenetics
- Adverse Childhood Experiences
- Resilience


NEAR: What Help actually Helps?

- **Support:** Feeling socially and emotionally supported and hopeful
  - Social Emotional Competence Building
  - Hope and a Sense of Future

- **Help:** Having two or more people who give concrete help when needed
  - Concrete Supports (not Facebook Friends)

- **Community Reciprocity:** Watching our for children, intervening when they are in trouble, and doing favors for one another
  - Primary network of protection in your community
  - People you see each day and see you

- **Social Bridging:** Reaching Outside one’s immediate circle of friends to recruit help for someone inside that circle
  - Asking for help
  - Trusting Systems and People outside your circle to respond and be safe
All roads lead to Resilience
Be a F.O.R.S.E. in your community

Focus
On
Resilience &
Social-Emotional

Image by Lincoln High student Brendon Gilman
Walla Walla organizations that build resilience

Diagram showing various sectors such as Private/Local/Civic/University, Early Learning, Youth Development & Substance Use, Law, Justice, & Victim Assistance, Child Safety, Health: Physical & Mental, Parenting/Home Visits, Basic Needs: Economic, Food, Housing, etc., with a central heart symbolizing resilience.
ACE REDUCTION IS A WINNABLE ISSUE

HIGH CAPACITY COMMUNITIES REDUCE PERCENT OF YOUNG ADULTS WITH ≥ 3 ACEs

POSITIVE ACE TREND MEANS REDUCED CASES:

Lack of Social Support: 1888
Limited Activity (due to disability): 5767
Asthma: 2128
Cancer: 2828
Heart Disease: 1004
Missed work due to MI: 1065
Mental Illness (MI): 3845
HIV: 1264
Binge Drinking: 3727
Smoking: 10874

Low capacity (n=1,537,995)
High capacity (n=1,255,900)

Youngest Age Cohort

ACE REDUCTION IS A WINNABLE ISSUE
Funded Community Networks showed significant improvement in Severity Index

- Out of home placement
- Loss of parental rights
- Child hospitalization rates for accident and injury
- High School Drop Out
- Juvenile Suicide Attempts
- Juvenile arrests for alcohol, drugs, and violent crime
- Juvenile offenders
- Teen births
- Low birth weights
- No third trimester maternity care
- Infant mortality
- Fourth grade performance on standardized testing
CHANGE/LEARNING/DEVELOPMENT CURVE

1. Announcement/Introduction
2a. Immediate (Unsustainable) Success
2b. Immediate Failure
3. Setback: Abandonment
4. Setback: Abandonment
5. Setback: Abandonment
6. Experience of Mastery: Flow & Automaticity
7. Steep, Accelerated Curve

Three types of individuals that move through change and the change process

Technical and Adaptive Changes
Be a F.O.R.S.E. in your community

Image by Lincoln High student Brendon Gilman

Focus
On
Resilience &
Social-Emotional
So I am hoping I am leaving you like this after this morning ...
But maybe when you think about implementation it feel like ....
Anatomy of a Learning Experience

Leveling Off - The Comfort Zone

Results of Prior Learning

Learning Opportunity

Going Against the Grain
(Stress and Discomfort Performance Decrement)

Performance Recovery/Growth

© The Center for Creative Leadership
CHANGE/LEARNING/DEVELOPMENT CURVE

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5. Setback: Abandonment
6. Experience of Mastery: Flow & Automaticity
7. Steep, Accelerated Curve
AAUGH!
THE MIDDLE IS MESSY BUT IT'S ALSO WHERE THE MAGIC HAPPENS.

Brené Brown
Is it Possible?
From Individual Pillars ...
...to Communities of Resilience Building Practices
Where can we go together?
WELCOME TO Our Community
We are proud to be a RESILIENT and THRIVING Community
Children in the US with 2 or More ACEs

- 2019: 30
- 2020: 25
- 2024: 20
- 2026: 5

US Children with 2 or more ACEs
Feeling Safe and Supported in Your Community can prevent and reduce ACEs.
Having a Medical Home can prevent and reduce ACEs

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Children who Have a Medical Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>45</td>
</tr>
<tr>
<td>2020</td>
<td>50</td>
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<tr>
<td>2024</td>
<td>65</td>
</tr>
<tr>
<td>2026</td>
<td>75</td>
</tr>
</tbody>
</table>
ALL 50 STATES NOW COLLECT ACE DATA

MINIMUM WAGE RAISED TO BE A LIVING WAGE

AVERAGE ACE SCORE A 2

SHOCK SAFE GREEN SPACES IN EVERY CITY

RESILIENCE TRAUMA INFORMED MENTAL HEALTH BILL PASSES
ACEs and Population Attributable Risks 2013

- Current depression: 54%
- Disability days: 52%
- Domestic violence: 52%
- Promiscuity: 48%
- IV drug abuse: 78%
- Alcoholism: 67%
- Life dissatisfaction: 65%
- Drug abuse: 50%
- Suicide attempt: 58%
- Hopelessness: 43%
ACEs and Population Attributable Risks 2026
Thank You

Dr. Allison Sampson-Jackson, LCSW, CSOTP
Integration Solutions, Inc.
www.integrationsolutions.org
804-432-0056

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Resources

http://gucchdtacenter.georgetown.edu/TraumaInformedCare/index.html

https://www.youtube.com/watch?v=3axcjT_zo58

https://www.youtube.com/watch?v=-HG8H4n2j9I

Resilience Skills
Resilience Skills

- Showing empathy
- Critical thinking skills
- Helping appreciate cultural & ethnic heritage
- Sense of belonging
- Learning to accept help
- Hope
- Trust
- Sense of Belonging
- Letting Child Know you are Available for Help
Resilience Skills

- Learning Responsibility
- Teach Self Discipline
- Establish Consequences
- Model Problem Solving
- Sharing Something Important
- Family Meetings
- Clear Rules and Expectations
- Help a Child Learn to Express Feelings
- Accept Ownership for Behavior
Resilience Skills

- Work as a team
- Learn to show appreciation
- Master a Skill
- Assign a Responsibility
- Sense Triggers that create negative behavior
- Develop Communication Skills
- Helping a Friend
- Allowing Experience of Success or Failure
Resilience Skills

- Respect ability to make decisions
- Model appropriate behavior
- Help child develop problem solving skills
- Learning to ask for help
- Acknowledge when you are wrong
- Learn to self advocate
- Give back to community
- Giving a choice
- Ability to Calm Self
Resilience Skills

- Verbally say “I love you”
- Express Feelings
- Experience Success
- Develop Friendships
- Develop Self Esteem
- Attach to Caring Adult
- Learn to Solve Problems