



ConsciousDiscipline

Healing Hurting Hearts: Trauma-Informed Strategies to Transform Behaviors

Keynote presentation by:

Dr. Becky Bailey

Founder & Chief Knowledge Officer, Conscious Discipline

The unique individual experience of single event, series of events, or set of enduring conditions, in which:

1. The individual's ability to integrate his or her emotional experiences is overwhelmed.
or
2. The individual experiences a threat to life, bodily integrity or sanity.

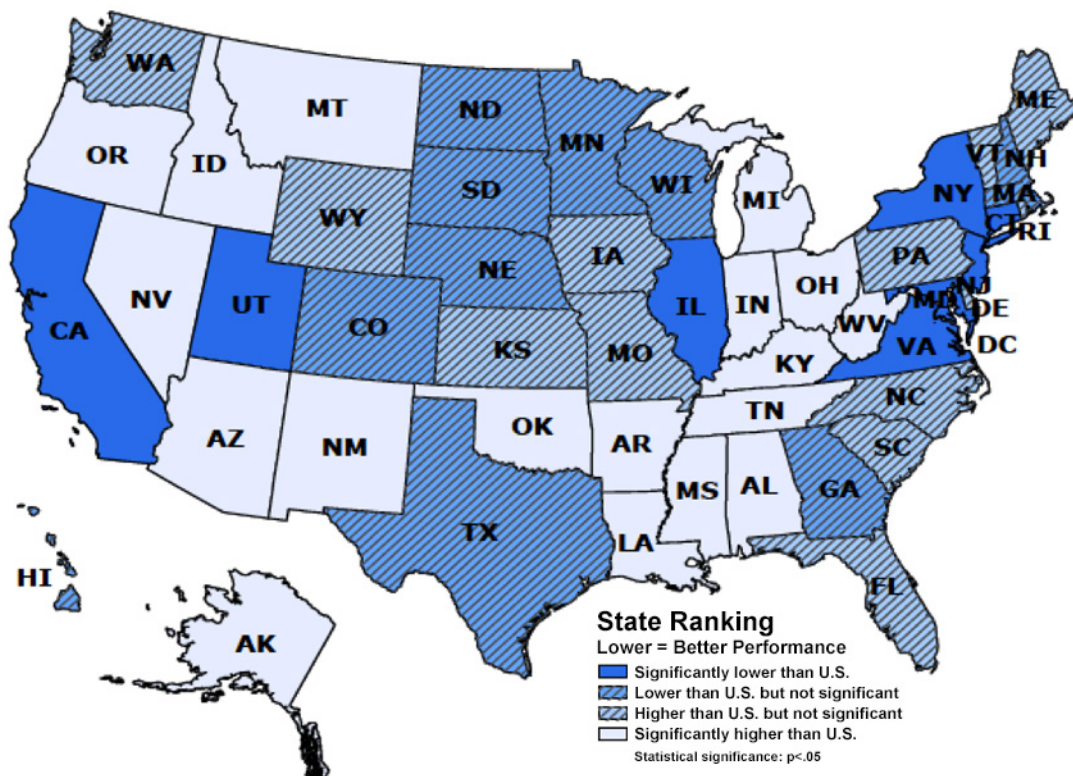
Adverse Childhood Experiences (ACE) Study

- The largest study of its kind ever to examine over the lifespan the medical, social and economic consequences in adults of adverse childhood experiences
- Adverse Childhood Experiences are the prime determinant of the health, social and economic well-being of our nation.

Trauma is Epidemic

- 70% = 224 million people
- Urban Poverty Children 70-100%

Exploring Disparities between States: State Ranking Map of the Proportion of Children with ≥ 2 ACEs





Team of Two is all it takes!

The single most common factor for children to develop resilience is at least one stable and committed relationship with a supportive parent, caregiver or other adult.

Forms of Trauma

1. Sexual, physical, emotional abuse or assault
2. Neglect
3. Serious accident, illness or medical procedures
4. Witness to domestic and/or community violence
5. School violence
6. Natural disasters
7. Forced displacement (refugees)
8. War/terrorism/political violence
9. Traumatic grief/separation
10. System-induced trauma (removal from home, multiple foster placements, sibling separation)

Types of Trauma

1. Acute shock trauma results from a single incident.
2. Developmental trauma is exposure to varied and multiple traumatic events, often of an invasive and interpersonal nature.

Symptoms in Adults:

- Anxiety/Panic Attacks
- Excessive Self-Blame
- Eating Disorders
- Innate Belief in Badness
- Black and White Thinking
- Difficulty Maintaining Relationships
- Dissociation – Numbing
- Inability to Tolerate Feelings
- Role of Victim, Rescuer
- Addictions/Distractions
- Sexual Acting Out
- Crisis Orientation
- Perfectionism
- Intense Unexplained Fears
- Self-Harm
- Intrusive Thoughts
- Suicidal Thoughts, Feelings
- Persecutor

Conscious Discipline is Recognized by the NREPP.

Included in SAMHSA's National Registry of Evidence-based Programs and Practices. Substance Abuse and Mental Health Services Administration.



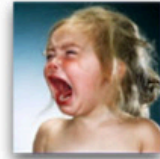
The Dilemma

Trauma happens often in relationships and it is also the relationship that heals us from trauma.

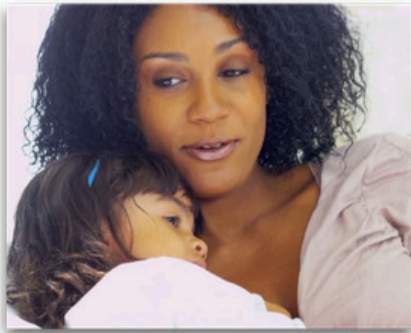


When Caregiving Is Safe

Sympathetic Activation



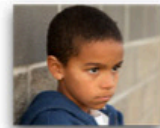
↑
A
R
O
U
S
A
L
↓



↑
Optimal Arousal Zone
Window of Tolerance
↓
we can tolerate our emotions



Parasympathetic Activation



Ogden and Minton, 2000; Fisher, 2009

When Caregiving Is Frightening

Sympathetic Activation



*On guard,
"jacked up,"
impulsive, quick
to fight or flee*



↑
A
R
O
U
S
A
L
↓



↑
Window of Tolerance
↓



Parasympathetic Activation



*Checked out, numb,
disconnected,
"don't care," going
through the motions*



Ogden and Minton, 2000; Fisher, 2009



The Goal of Conscious Discipline (Resilience for All)



Window of Tolerance



The Goal of Conscious Discipline



Window of Tolerance



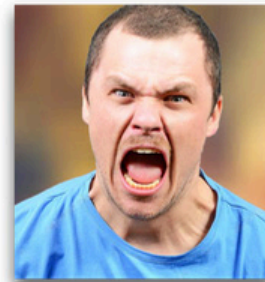


Healing Hurting Hearts: Trauma-Informed Strategies to Transform Behaviors

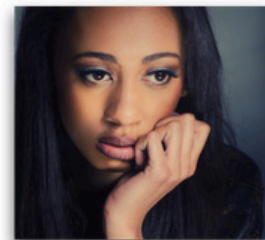
Parenting Characteristics under conditions of high stress and trauma:

1. Insensitivity
2. Lack of responsiveness
3. Withdrawal
4. Reactivity
5. Low warmth and irritability
6. Harshness
7. Punitiveness

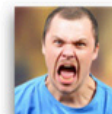
The Goal of Conscious Discipline



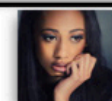
Window of Tolerance



The Goal of Conscious Discipline



Window of Tolerance





Key Points

- Stress and trauma are primarily non-cognitive phenomena.
- Field of neuroscience tells us that stress and trauma are housed in the part of the brain called the Autonomic Nervous System (ANS).
- ANS regulates the functions of our internal organs such as heart, stomach and intestines.

ANS = AUTONOMIC NERVOUS

♥ Regulating the Clacker

♥ Clacker represents the Autonomic Nervous System

80% of disease is caused by an imbalance.



THE AUTONOMIC NERVOUS SYSTEM = FELT SENSE OF SAFETY

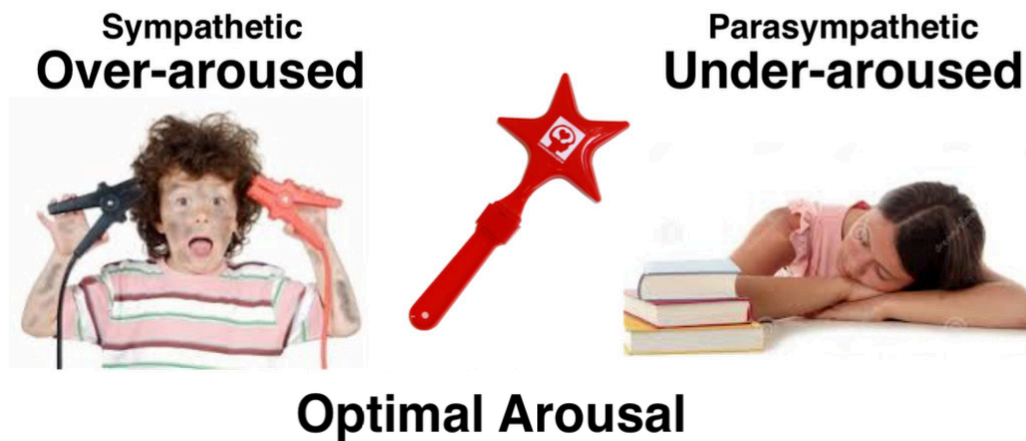


Parasympathetic
BRAKE: slow, rest

Sympathetic
GAS: go, go, go



ANS and the Conscious Discipline Clacker



Relaxed Alertness

Stress mobilizes: Fight/flight

- Heart rate increases

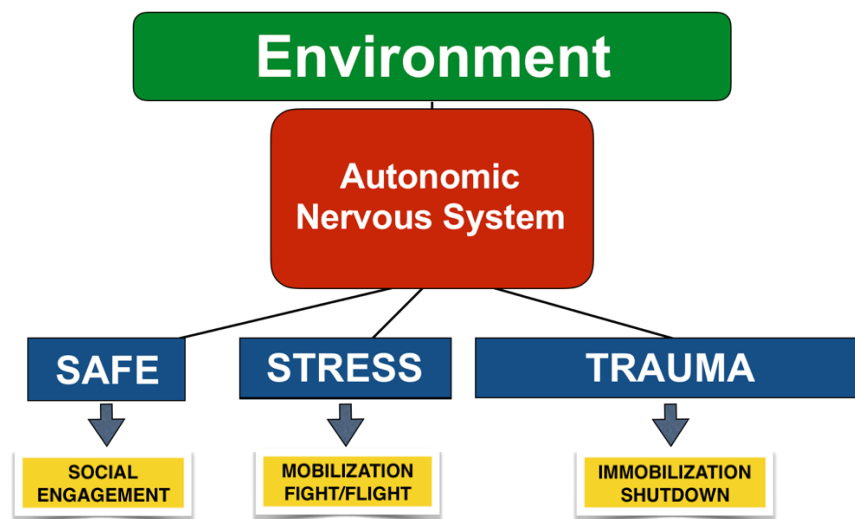
Trauma: Prepare to DIE

- Heart rate decreases

Stress vs. Trauma

- When the threat increases to the point where fighting or fleeing isn't enough: we hit an overwhelmed point.
- The perception is that we are not going to make it.
- This triggers a massive parasympathetic response – that comes online with a rebound effect – creating gastrointestinal effect. Children freeze and become invisible into their environment.

Nerve surges create gut problems.





Healing Hurting Hearts: Trauma-Informed Strategies to Transform Behaviors

Young Children

- The younger the child, the more vulnerable he/she is to trauma.
- They cannot get away, mobilize, fight or flight.
- Fragile brains, changing rapidly to environment.

Children's Thresholds for Trauma

- Frightened or frightening caregiving.
- Neglect, separation or abandonment.
- Witness domestic violence.
- Threatening words, "I'll kill YOU!"
- Accidents, medical crisis or surgery.
- Secondary effects of parent mental health.



Be a S.T.A.R.

Smile

Take a deep breath

And

Relax

Two Fundamental Takeaways:

- Diaphragm freezes
 - Get the diaphragm moving
- Immobilization = Terror
 - Help mobilize while asking child to immobilize

Teach children S.T.A.R. breathing once you learn how to do it for yourself.

Symptoms in Children:

- | | |
|---|--|
| <ul style="list-style-type: none">• Shut down, spaciness, day dreaming• Anger, rage, excessive temper• Nightmares, sleeping problems• Overly bossy and controlling• Difficulty focusing/learning• Separation anxiety or clinginess• Statements and questions about death or dying | <ul style="list-style-type: none">• Gastrointestinal issues• Unreasonable or new fears• Heightened startle response• Stomach aches, head aches• Eating problems• Anxiety about safety of self and others• Increased distress (whiny, irritable, moody) |
|---|--|

Dissociation

Causes a disruption in awareness and the child may not remember what has happened.

1. Grounding: orientate to the present
 - **T.E.E. = Touch, Eyes, Environment**
2. Reassure: keep breathing. You're safe now
3. Check-in: notice what happened
4. Balance clacker

Two Fundamental Takeaways:

- Respond to dissociation
 - Ground: TEE the child up
- Balance the Clacker
 - Joint attention then lead



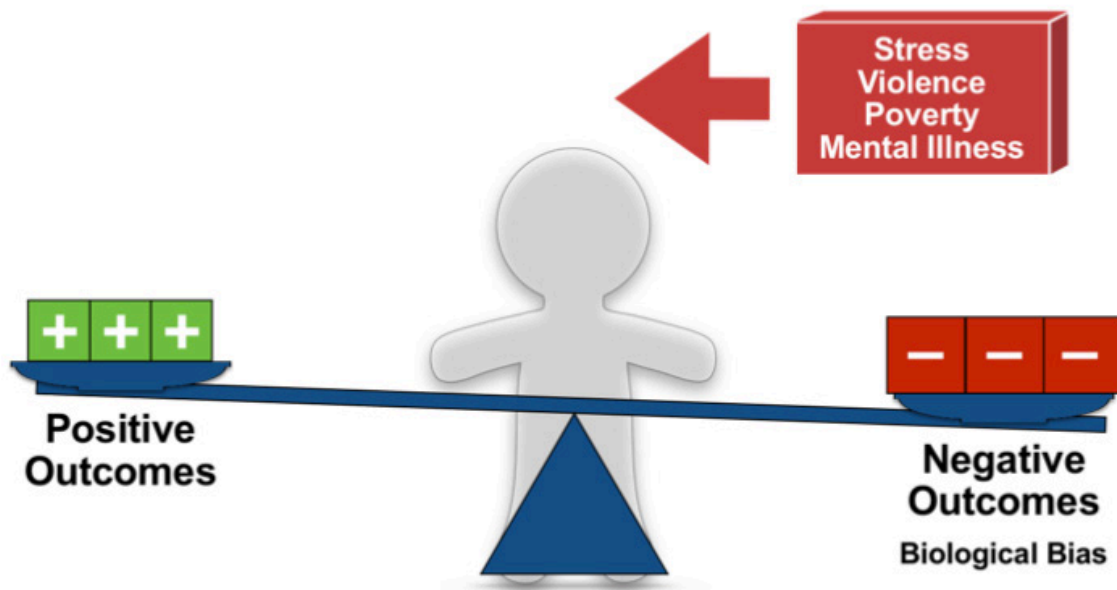


Resilience



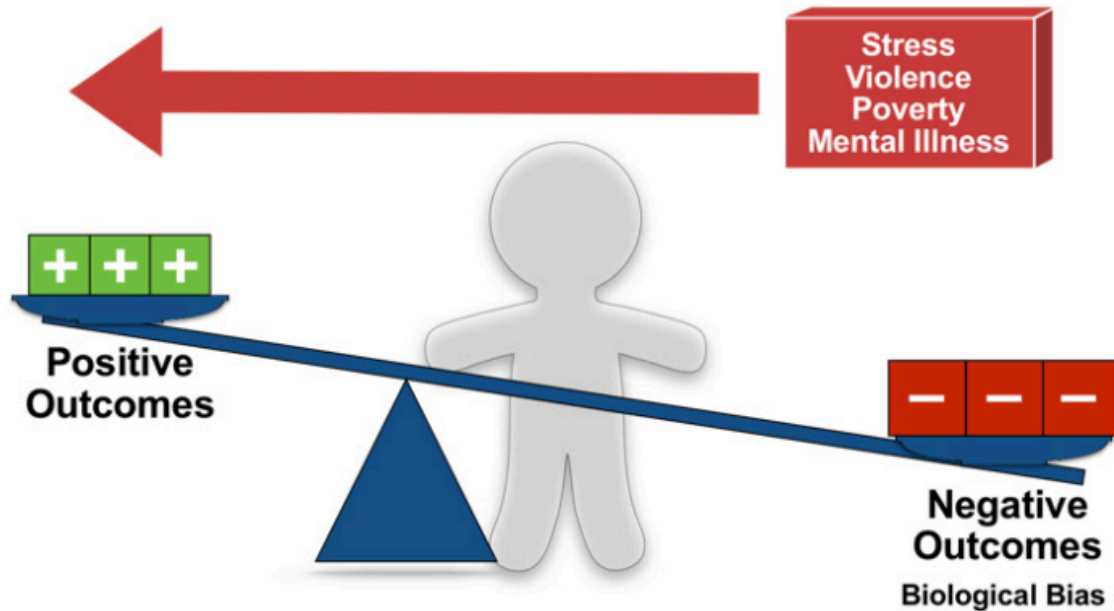
Positive outcomes outweigh negative outcomes.

NEGATIVE Outside Forces Move the Fulcrum

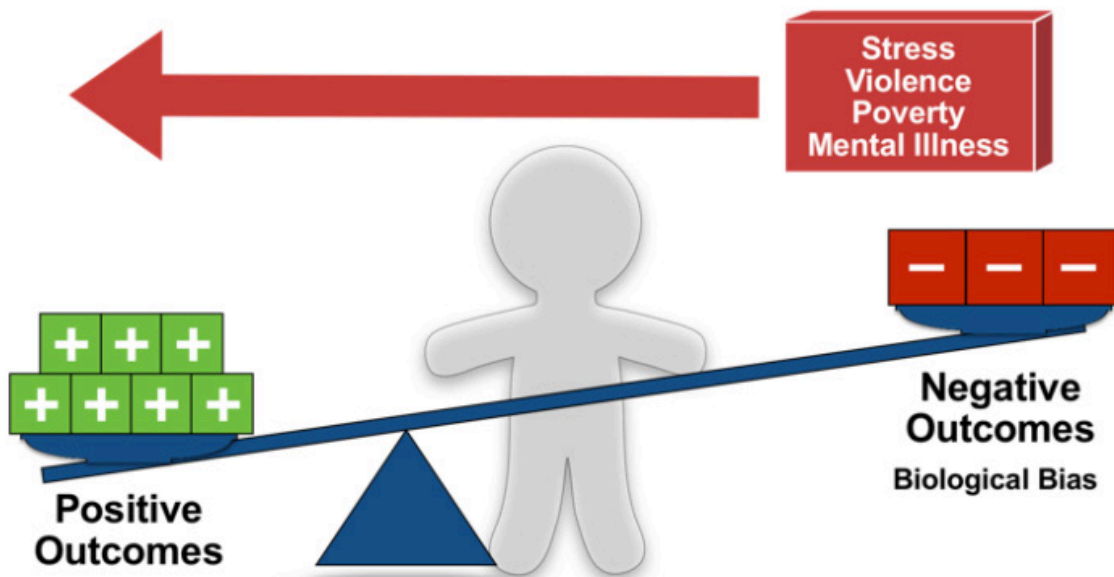




NEGATIVE Outside Forces Move the Fulcrum

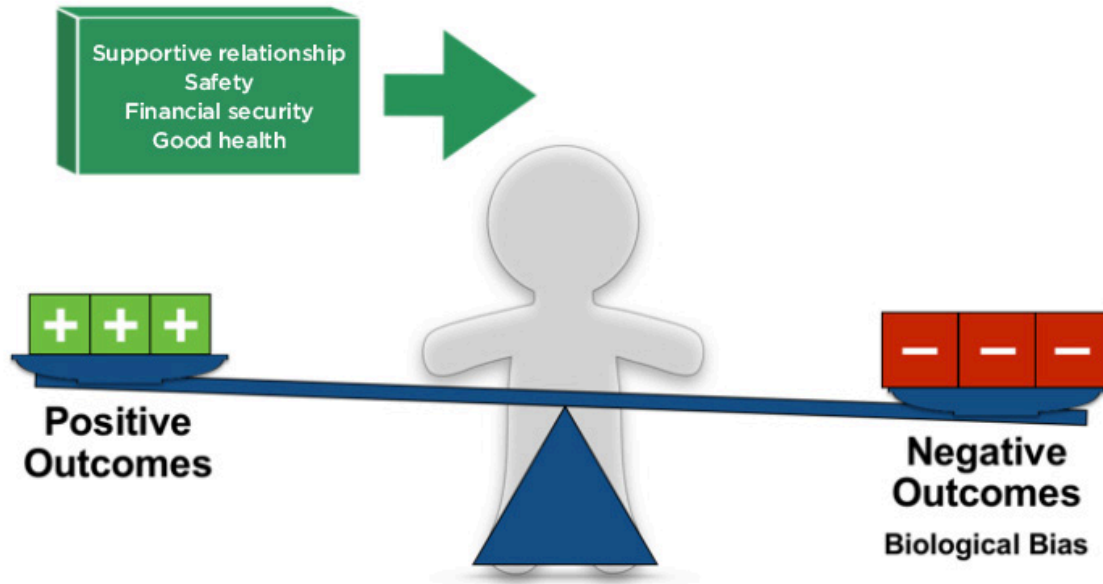


NEGATIVE Outside Forces Move the Fulcrum

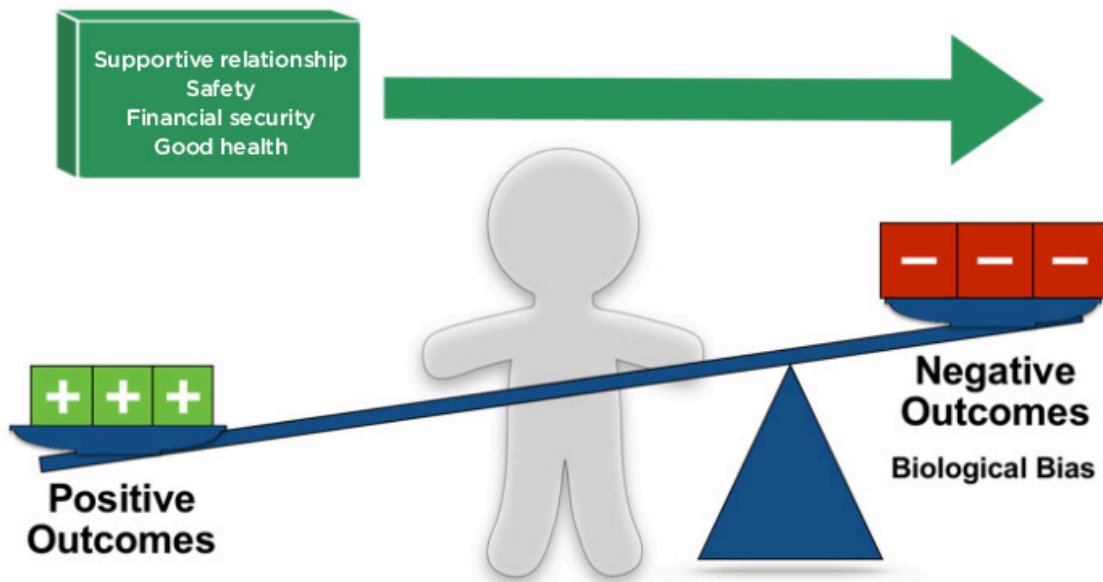




POSITIVE Outside Forces Move the Fulcrum



POSITIVE Outside Forces Move the Fulcrum





Conscious Discipline

Widening the window of tolerance for all

- Creation of the School Family – Shift from factory model to healthy family model of education: we are all in this together. MOVE the Fulcrum.
- 7 Powers for Conscious Adults – Teaching adults to self-regulate. Create safety, reset Autonomic Nervous System (ANS).
- 7 Basic Skills of Discipline – Empowering adults with the skills to handle any conflict and upset. Reset attachment template and teach Social-Emotional Learning (SEL).

In my presence, you are safe. This must be said nonverbally.

Uploading Calm

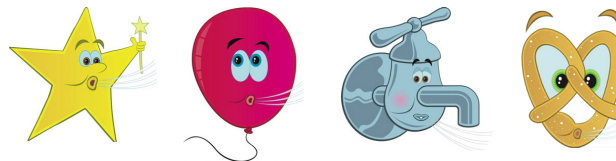
S.T.A.R.= Smile Take a deep breath And Relax

I'm Safe.

Keep Breathing.

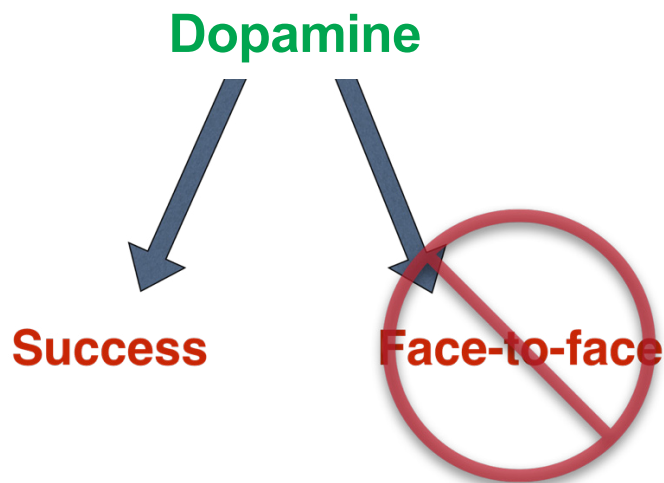
I can handle this.

BREATHE!



Important Takeaways:

- Your non-verbal must match your verbal language
- Felt sense of safety comes from your face



Important Takeaways:

- Get dopamine through success
- Begin connecting by finding something in common

Dopamine

Dopamine is the “Feel Good” brain chemical. It produces emotional balance, increases attention and creates a feeling of well-being.

Notice all moments of success

“You _____. Way to go!”

“You _____. Good for you!”

“Would you be willing to help _____?”