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The Next Step: Resilience ~~Case~~ Planning ACTION

Dr. Allison Jackson, LCSW, CSOTP
Integration Solutions, Inc.

The Problem We Know

https://create.kahoot.it/kahoots/my-kahoots/folder/6f5489ae-d930-4c2f-bacb-66ffff763b31

Adverse Childhood Experiences (ACEs)

Neglect

Physical

Emotional

Sexual

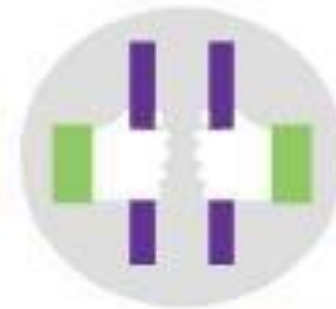
Abuse

Physical

Emotional

Family Challenges

Mental Illness



Incarcerated Relative

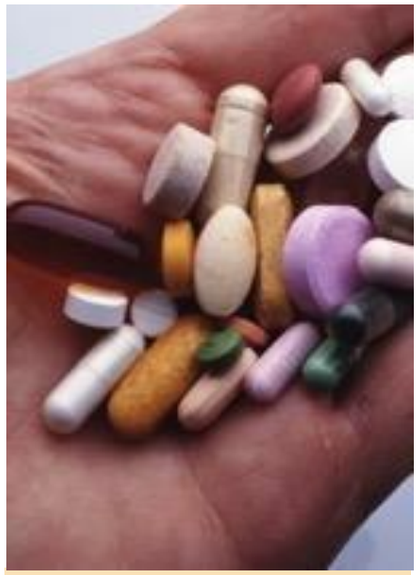
Mother treated violently

Substance Abuse

Divorce

Graphic Credit: Robert Wood Johnson Foundation

The Higher the ACE Score the Greater the Risk of…

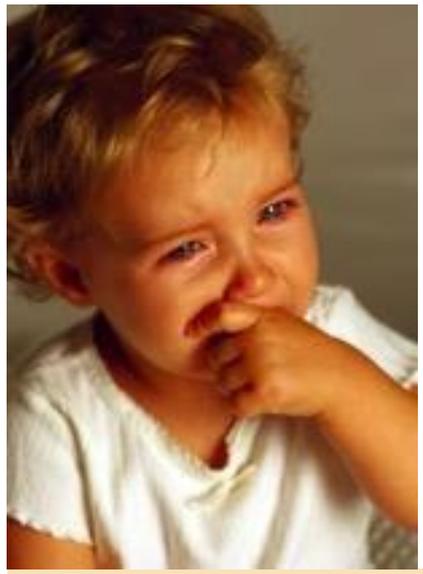


Substance Abuse

Mental Health

Delinquency

Domestic Violence



Child Welfare

Obesity

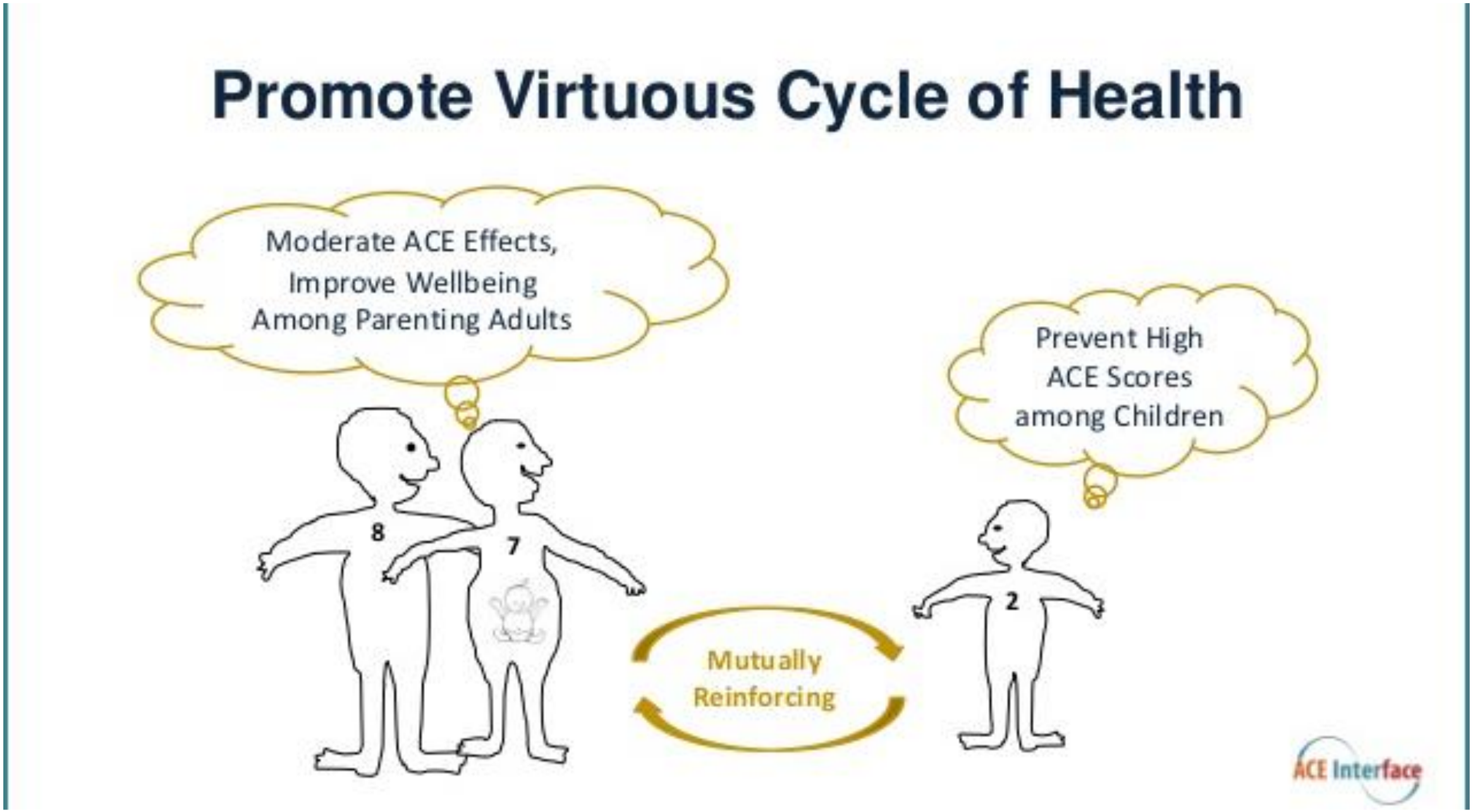
Smoking

Drinking

Poor Health

Court Involvement

Creating the Virtuous Cycle



Resilience

Resilience has been shown to buffer the impact of suffering or stress. Resilience isn't just a gift of nature or an exercise of will; resilience grows through positive experiences, supportive environments and the caring intervention of others.

http://communityresiliencecookbook.org/whats-cooking-here-and-why/

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RESILIENCE ACTION PLANNING

Step One: Educating the Client on Emotional Trauma and Resilience

1) Our goal is to educate all youth and families about **Resilience** and **Adversity**

- Using Stress and Early Brain Growth (WA), National Council's Trauma Infographic, and Getting Help in a Crisis Document
- **What is resilience?** Ability to bounce back, skills that help us keep healthy mentally and physically when hard things happen
- **What is thriving?** People who survive trauma are resilient. Individuals want to not to not only bounce back, but bounce forward.
- **What is trauma?** An event that happens that makes us feel emotionally or physically like our life is threatened and can result later in impacting our health (physically, emotionally, spiritually)
- **Teaching the "handy model":** Upstairs/Downstairs brain, "Flipping our Lid", and importance of "connecting", then "re-directing"

Interviewing Skills
Stages of Change

- **NORMALIZING**

- **Rationale:** Normalizing is intended to communicate to clients that having difficulties while changing is not uncommon, that they are not alone in their experience, or in their ambivalence about changing. Normalizing is not intended to make clients feel comfortable with not changing; rather it is to help them understand that many people experience difficulty changing.

Examples of Normalizing

"A lot of people are concerned about changing their [insert risky/problem behavior]*."*

"Most people report both good and less good things about their [insert risky/problem behavior]*."*

"Many people report feeling like you do. They want to change their [insert risky/problem behavior]*, but find it difficult."*

"That is not unusual, many people report having similar feelings when they learn about this information."

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ROLE PLAY

WHAT WORKED?

WHAT WAS CHALLENGING? NEED TO UNDERSTAND MORE?

BRAIN TEACHING

Dr. Siegel's Handy Model (2012)

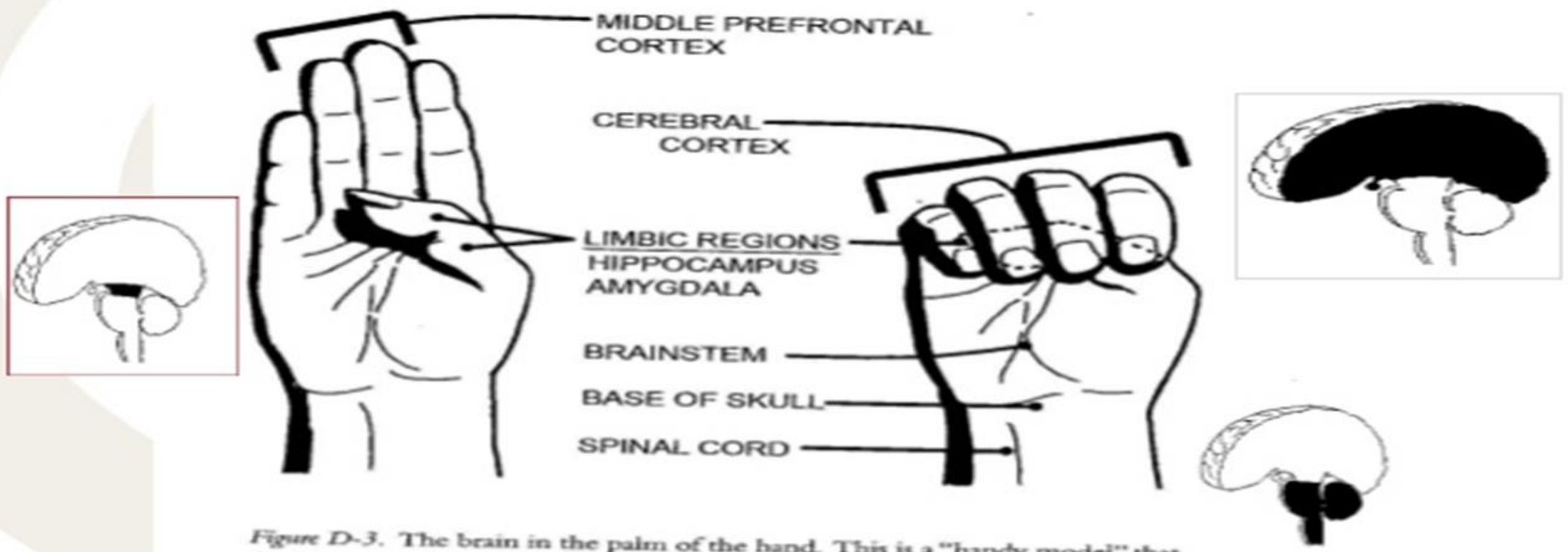

Figure D-3. The brain in the palm of the hand. This is a "handy model" that depicts the major regions of the brain: cerebral cortex in the fingers, limbic area in the thumb, and brainstem in the palm. The spinal cord is represented in the wrist. Please see text for explanation. Copyright © 2012 by Mind Your Brain, Inc. Used with permission by Daniel J. Siegel, M.D., from *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (2012).

PRACTICE EXPLAINING HANDY MODEL (REVIEW)

ROLE PLAY

WHAT WORKED?

WHAT WAS CHALLENGING? NEED TO UNDERSTAND MORE?

STEP TWO: Gathering Resilience

- For this exercise, I want you to work with your buddy and identify resilience skills that they have
- Get them to share 2-3 skills they have that they see on the table with the cards
- Give a story that they used one of those skills in

Showing Resilient Cards

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42 Ways to Build Resilience

(Taken from the Resilience Trumps ACEs Poster and Card Games Developed in Walla Walla, www.ResiliencetrumpsACEs.org)

Resiliency Skills

- Showing empathy
- Critical thinking skills
- Helping appreciate cultural & ethnic heritage
- Sense of belonging
- Learning to accept help
- Hope
- Trust
- Sense of Belonging
- Learning Responsibility
- Teach Self Discipline
- Establish Consequences
- Model Problem Solving
- Sharing Something Important
- Accept Ownership for Behavior
- 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
- Respect ability to make decisions
- Model appropriate behavior
- 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
- Verbally say "I love you"
- Express Feelings
- Experience Success
- Develop Friendships
- Develop Self Esteem
- Attach to Caring Adult
- Learn to Solve Problems

Specialized Resilience Skills for Parents

- Letting Child Know you are Available for Help
- Family Meetings
- Help a Child Learn to Express Feelings
- Clear Rules and Expectations
- Help child develop problem solving skills

Circle Skills that You Have Now
Tell A Story of How You Have Used This Skill

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Practice

- What worked?
- What was hard?

STEP THREE:
Process of Building a Behavior Wheel

- Interview your client
- Build a behavior wheel with them
- Now with the unhealthy behaviors
- Again with new behaviors they can select

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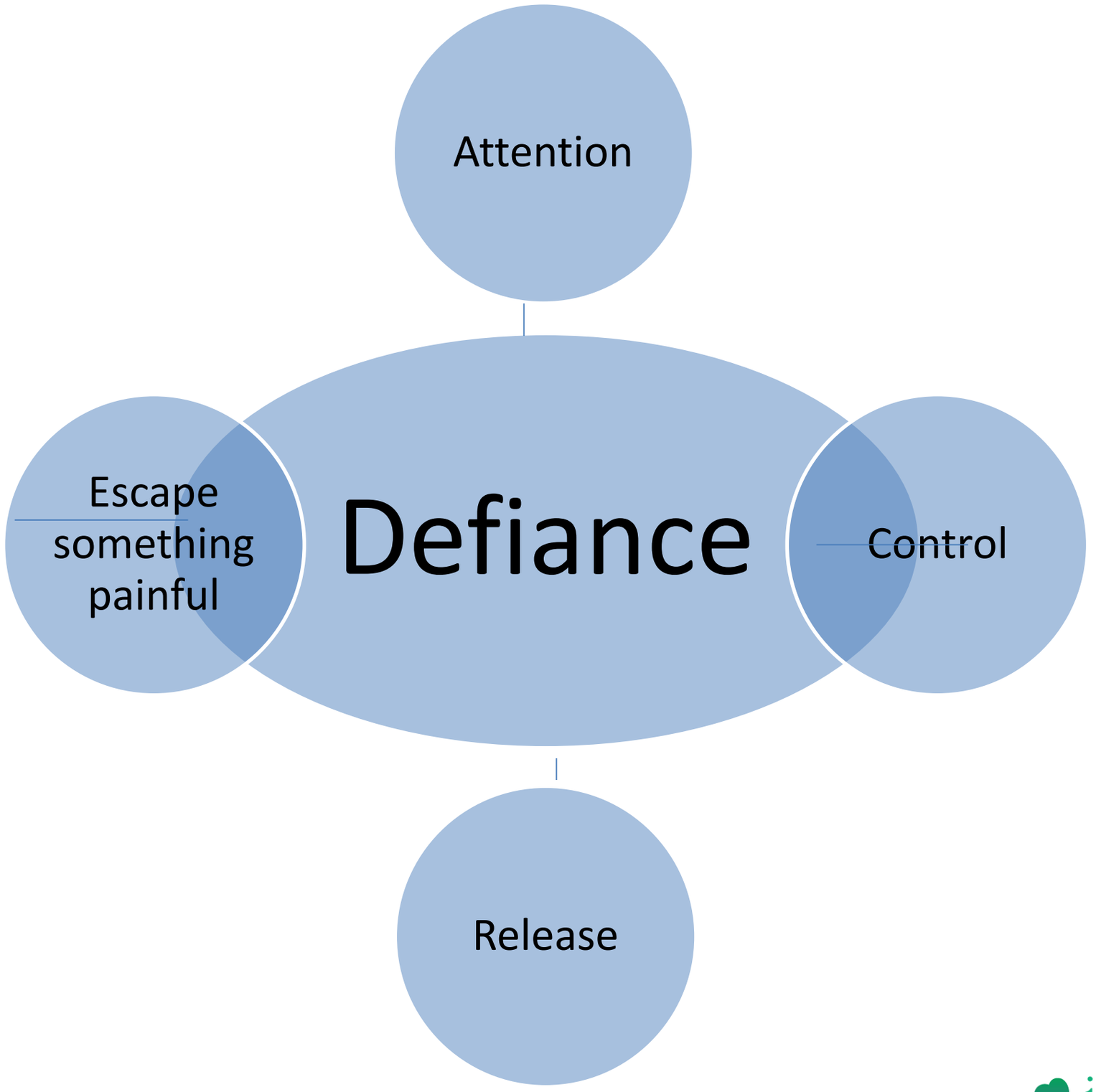

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Practice/Role Play

- What worked?
- What was hard?

Building Motivation

The Cycle of Change
Adapted from a work by Prochaska and DiClemente (1983) | Ignacio Pacheco

Hanna, F.J. (2008) Therapy with Difficult Clients: Using the Precursors Model to Awaken Change.

Precursor & its Markers	None (0)	Trace (1)	Small (2)	Adequate (3)	Abundant (4)
1. Sense of necessity • Expresses desire for change • Feels sense of urgency					
2. Readiness for anxiety • Openness to experience • Likely to take risks					
3. Awareness • Able to identify problems • Identifies thoughts, feelings					
4. Confronting the problem • Courageously faces problems • Sustained attention to issues					
5. Effort or will toward change • Eagerly does homework • High energy; active cooperation					
6. Hope for change • Positive outlook; open to future • High coping; therapeutic humor					
7. Social support for change • Wide network of friends and family • Many confiding relationships					

Total score =

Scoring guide

0-6: Change unlikely. Educate client on change. Focus on precursors with lowest ratings.

7-14: Change limited or erratic. Educate client and focus on precursors with lowest ratings.

15-21: Change is steady and noticeable. Use the lowest rated precursors to stay on track.

22-28: Highly motivated to inspired client. Change occurs easily. Standard approaches work well.

Scoring is intended only as a general guide to a complex process. Some precursors may be more potent.

STEP FOUR:
Supplemental Info Sheet

Hints at Skills and Connection to Trauma

Event Type	Related Resilient Skills That May Be Helpful
Emotional Abuse	Showing Empathy Developing Self Esteem Creating a Sense of Control Developing Friendships
Physical Abuse	Developing Positive Relationships Developing Self Esteem Learning to ask for help Expressing Feelings Learning to Self-Advocate
Sexual Abuse	Hope Creating a Sense of Control Learning to Solve Problems and Make Decisions Creating a Sense of Belonging Setting clear expectations and boundaries
Physical Neglect	Learning to ask for help (accept help) Expressing Feelings

STEP FIVE:
Review of Skills
and
Selection of Skills

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Circle Skills that You Have Now
Tell A Story of How You Have Used This Skill

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Action Planning with Client

RESILIENCE SKILL	Resources Needed to Build/Practice	Time Period You Want to Start Building This Skill

Making an Action Plan

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- Co-create a goal/goals with your client

  What Resilience Skills/Replacement Coping Strategies does your client want to build

  What Resources will they need?

  What is their time line?

- If time, pick an intervention that will assist in meeting that goal

Expanding to Resilience

- Helps action planning
- Approach vs Avoidance Action Planning Goals
- Helps know services and activities to link to

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Practice coming up with some action planning goals with resilience

- Give some examples
- What worked?
- What was hard?

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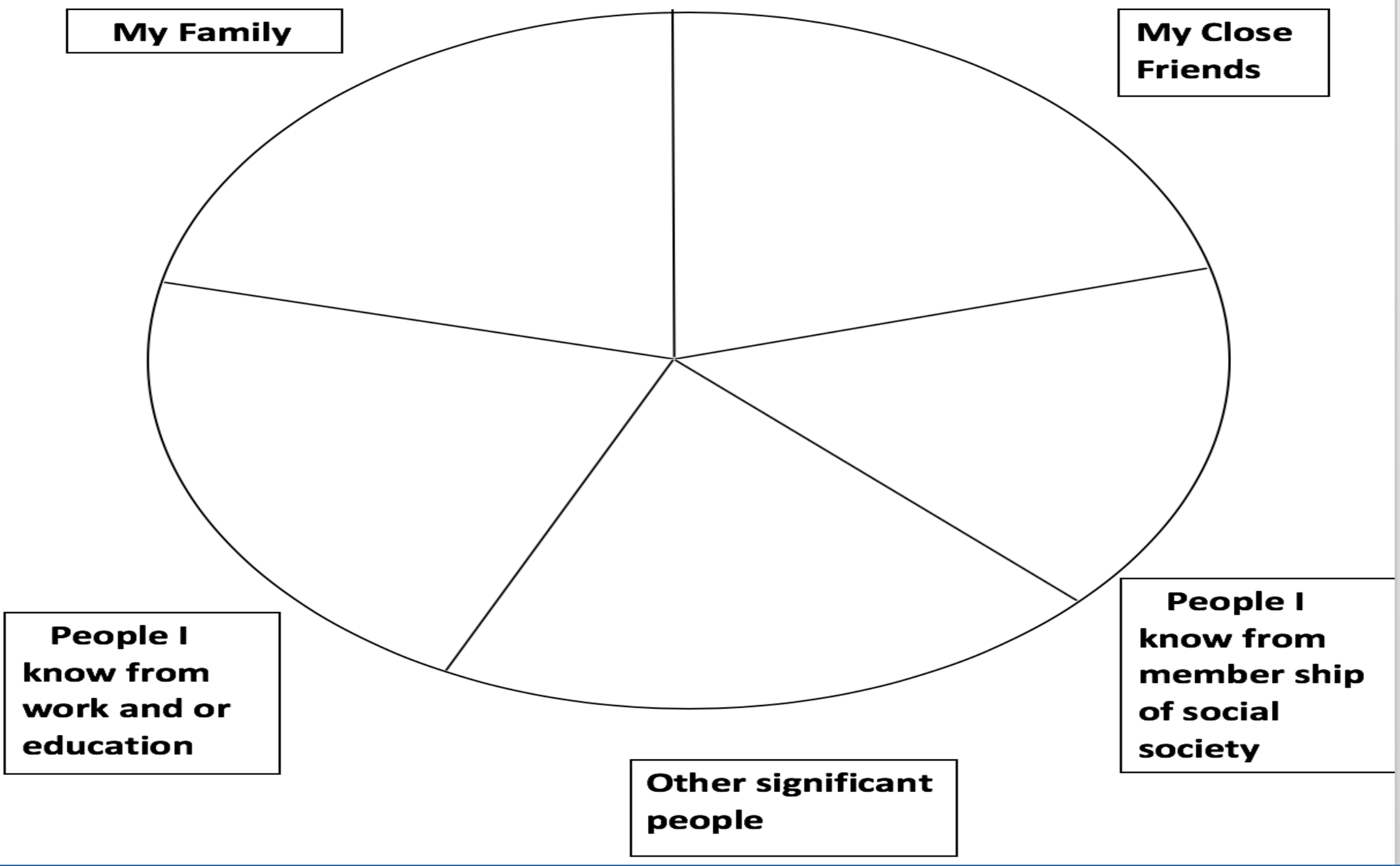
Social Support Network



Closing with Resilience

- Talk me be about the best things that have ever happened you

- Make the list of good things
  Time you felt happy
  Time you felt excited
  Time when you felt supported by a caring adult

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Practice

- What worked?
- What was hard?

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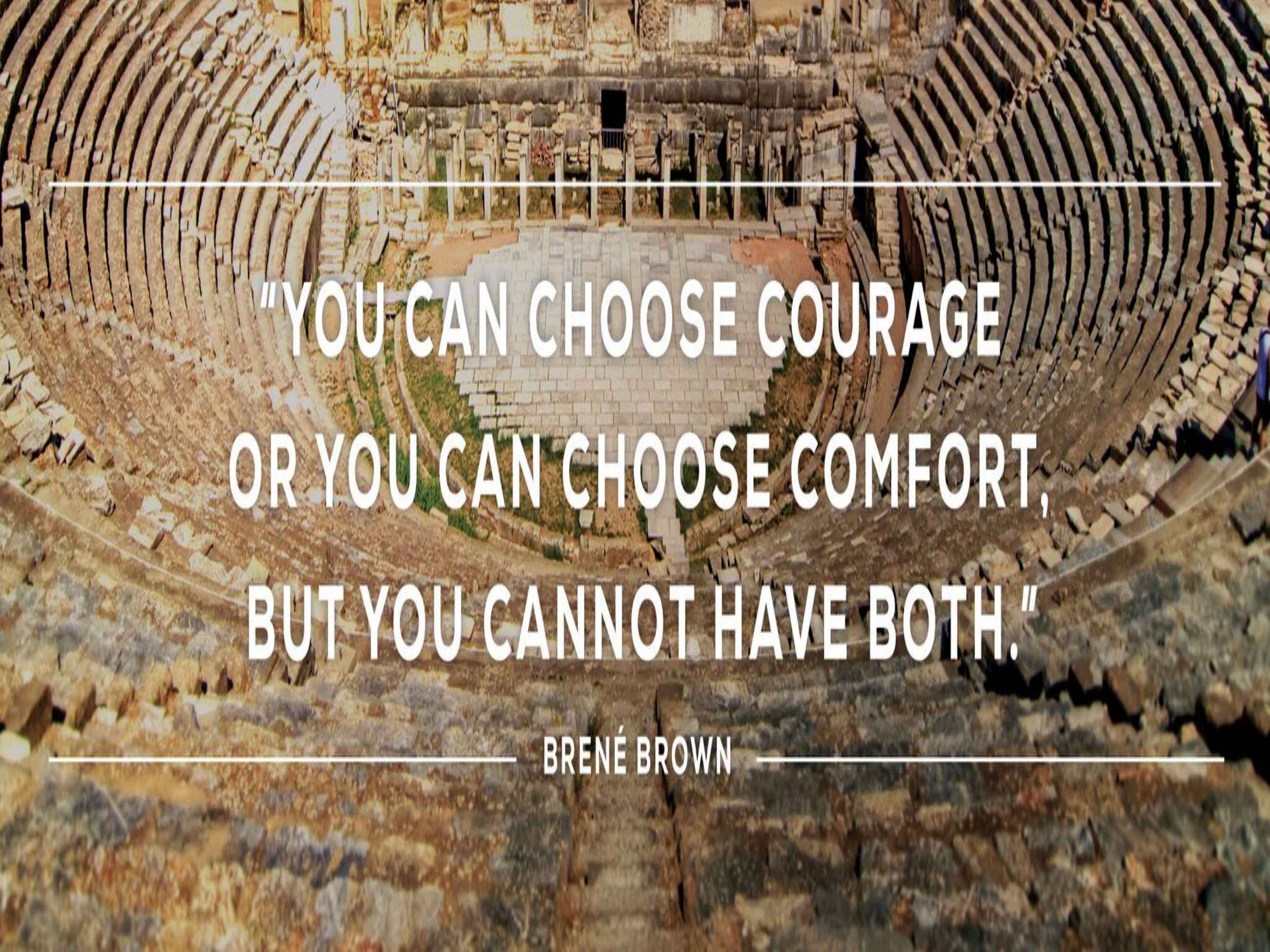

"YOU CAN CHOOSE COURAGE
OR YOU CAN CHOOSE COMFORT,
BUT YOU CANNOT HAVE BOTH."
BRENÉ BROWN

Collaboration

"two or more people working together towards shared goals"

https://www.thoughtfarmer.com/blog/what-collaboration-really-means/

https://daretolead.brenebrown.com/

Research on Courageous Leadership

Dr. Brené Brown is a research professor at the University of Houston where she holds the Huffington Foundation – Brené Brown Endowed Chair at The Graduate College of Social Work.

She has spent the past two decades studying courage, vulnerability, shame, and empathy, and most recently completed a seven-year study on courageous leadership.

The most significant finding from Brené's latest research is that **courage is a collection of four skill sets that are teachable, measurable, and observable.**

RUMBLING with Vulnerability

LIVING into Our Values

BRAVING Trust

LEARNING to Rise

the four skill sets of courage

"VULNERABILITY IS THE BIRTHPLACE OF LOVE, BELONGING, JOY, COURAGE, EMPATHY, ACCOUNTABILITY, AND AUTHENTICITY."
BRENÉ BROWN

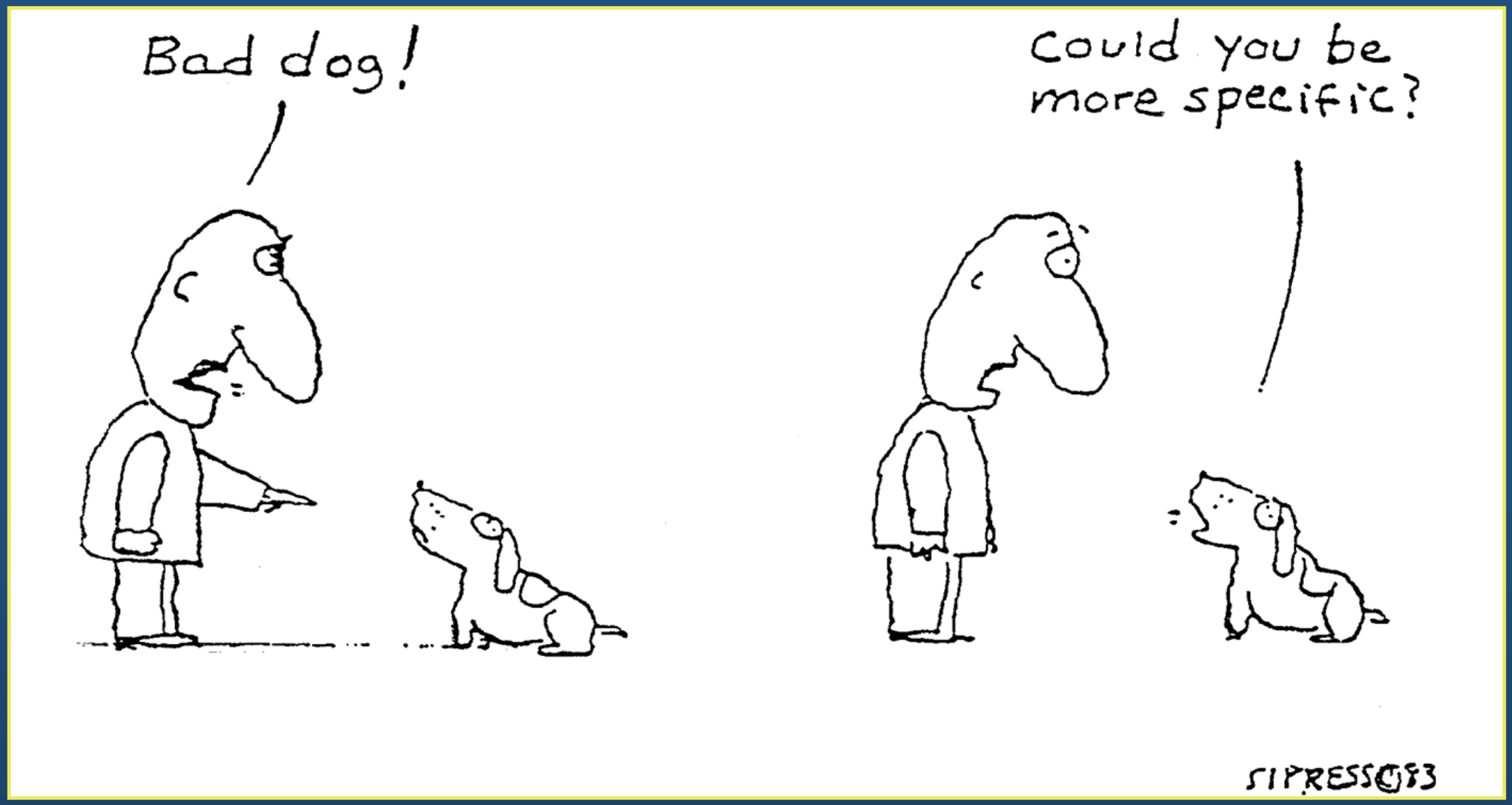
“**Vulnerability is** not weakness. I define **vulnerability** as emotional risk, exposure, uncertainty. It fuels our daily lives.”

- Dr. Brené Brown

“What stands in the way becomes the way”

- Dr. Brené Brown

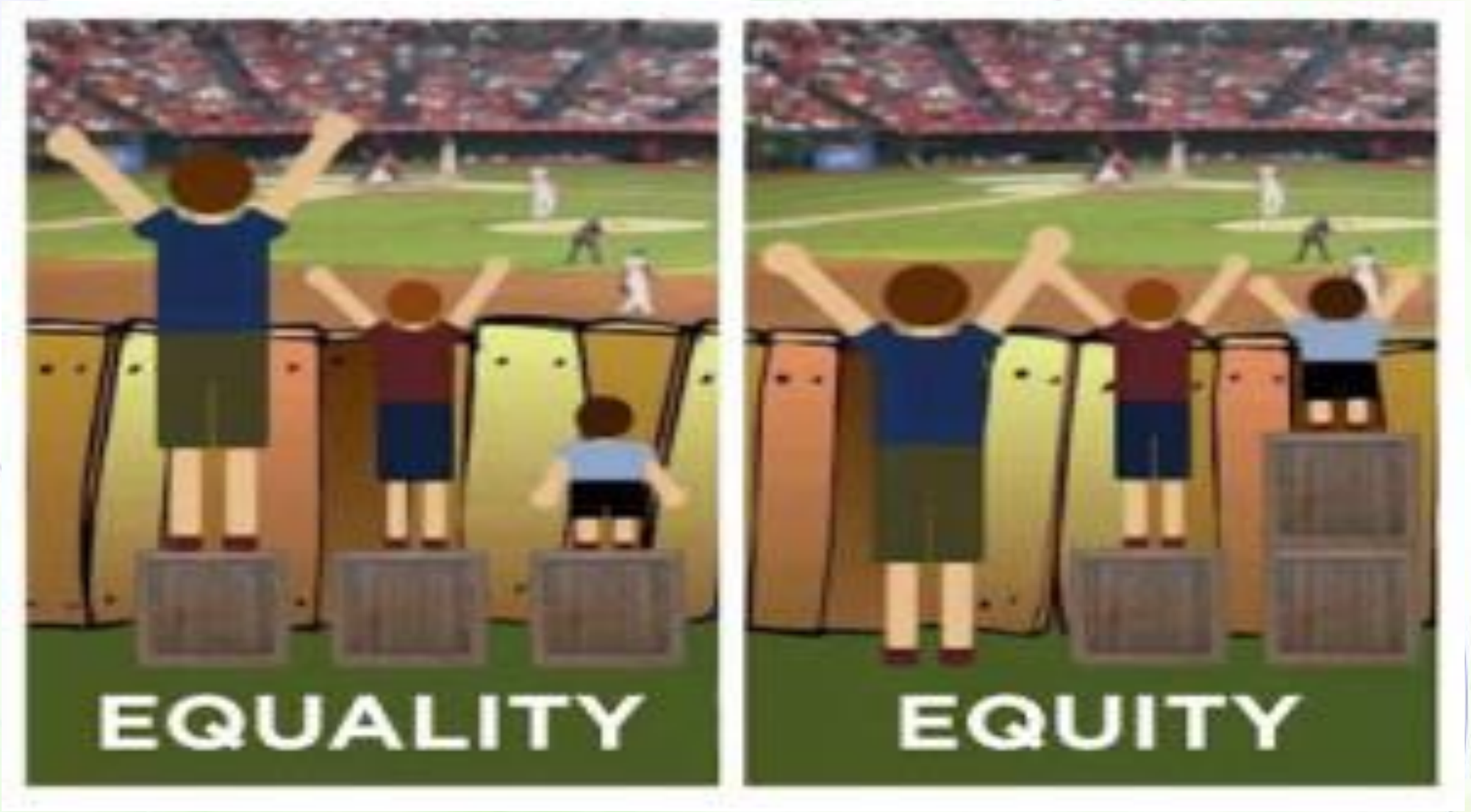
Trust and Clarity support Accountability



Brené Brown

THE MIDDLE IS MESSY
BUT IT'S ALSO
WHERE THE
MAGIC HAPPENS.
Brené Brown

Equity is not Equal

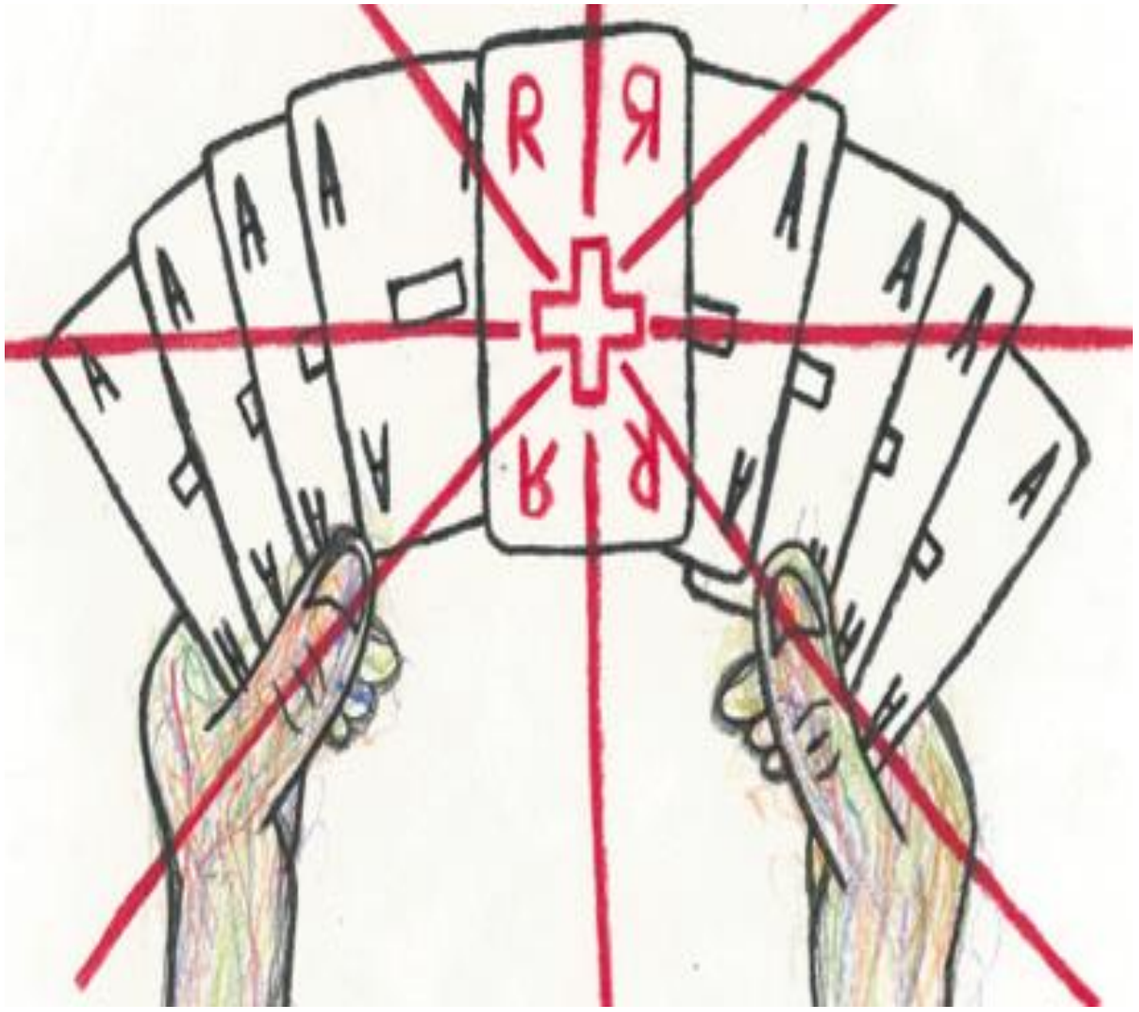


AAUGH!

Be a **F.O.R.S.E.** in your community

Image by Lincoln High student Brendon Gilman

Focus
On
Resilience &
Social-**E**motional



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Thank You

Dr. Allison Sampson-Jackson, LCSW, CSOTP

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SUPPLEMENTAL INFO

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)

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Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

Defining Shame

- Guilt = I did something bad
- Shame = I am bad
- Embarrassment = Fleeting, can laugh about it later
- Humiliation = “I didn’t deserve that”

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Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

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

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Shame Resilience

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?

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