

1

Always remember your

Strengths

Directions: Circle five

Kindness	Creativity	Self-Control
Ambition	Independence	Flexibility
Logic	Confidence	Wisdom
Humor	Curiosity	Artistic
Patience	Intelligence	Optimism
Leadership	Common Sense	Trustworthy
Bravery	Empathy	Inspiring
Honesty	Resilient	Teamwork
Persistence	Athleticism	Spontaneous

Strengths Reflection

How do you use these strengths in everyday life?

Discuss a specific time your strengths helped you through a hard time.

Describe two new ways you can use your strengths this week.

Developing Resilience

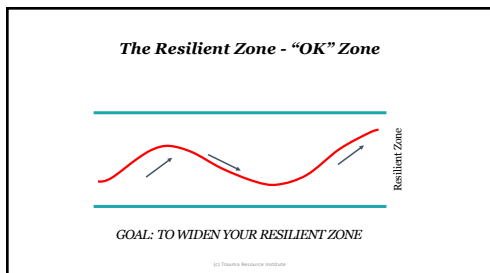
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Apply your Resiliency Mask First:
 Learning Skills to Stay in Your Zone
 To Help Others

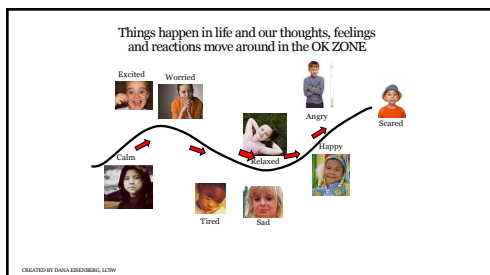
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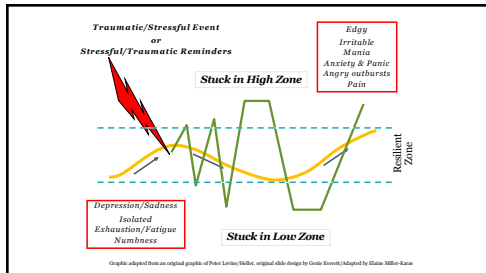
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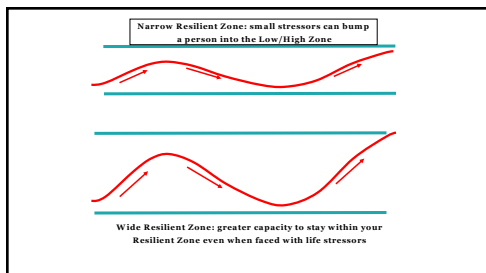
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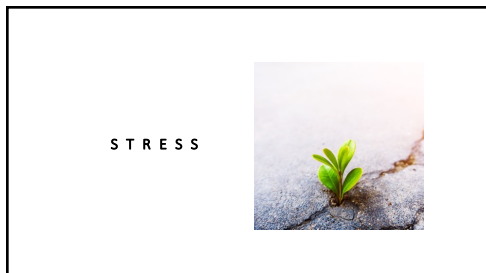
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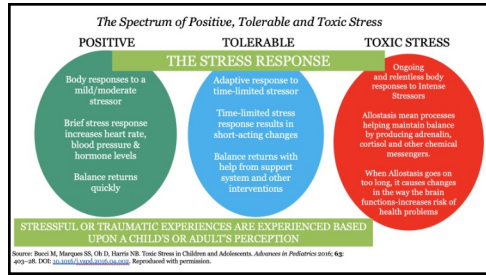
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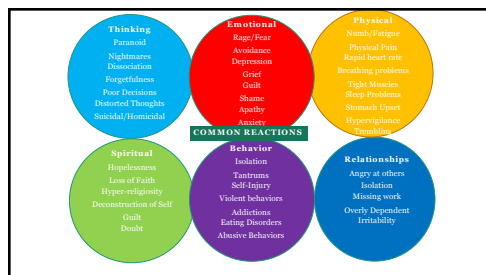
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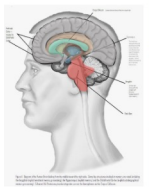


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**Organizing Principle:
Three Parts of The Brain**



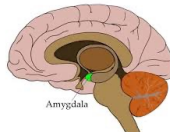
Cortex: Thinking
Integrates input from all 3 parts.
Cognition, beliefs, language, thought, speech.

Limbic Area: Emotional
Assesses risk.
Expression and mediation of emotions and feelings, including emotions linked to attachment.

Survival Brain: Instinctual
Carries out "fight, flight, & freeze."
Unconscious.
Digestion, reproduction, circulation, breathing - responds to sensation.


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Amygdala



- The amygdala is the appraisal system of the brain:
- Signals rest of nervous system when there is a threat
- Creates templates from highly charged emotional memories
- Generalizes information to sound an alarm if there is a perceived threat
- Organized by past experience and has a negativity bias. Humans are designed for survival.

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Our brain is a puzzle...

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Sometimes our puzzle gets mixed up...



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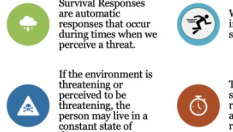
SURVIVAL RESPONSES

Survival Responses are automatic responses that occur during times when we perceive a threat.

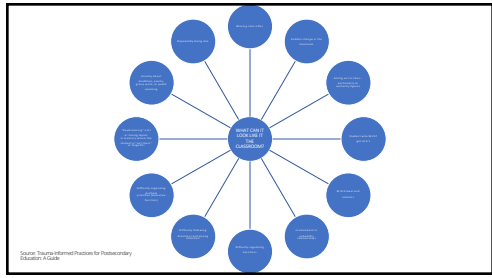
If the environment is threatening or perceived to be threatening, the person may live in a constant state of distress.

We respond instinctually to survive.

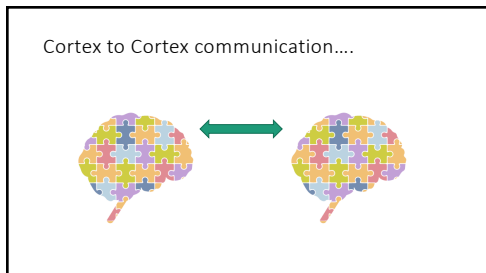
This can reset the NS so even small reminders can release an automatic survival response.



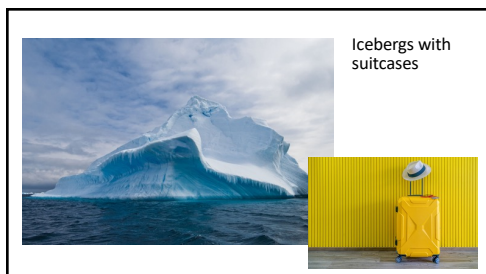
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Scientific Research About the Brain

"Neuroplasticity" - the lifelong capacity of the brain to change and rewire itself in response to the stimulation of learning and experience...Hope!



Neurogenesis is the ability to create new neurons and connections between neurons throughout a lifetime. (Galkberg, 2013)

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 **Scientific Research About Building Resiliency**


Brain cells that fire together wire together!
Carla Schatz



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 Learning the wellness skills helps people realize:

- **Many reactions to stress and trauma cannot be "talked away" but they can be "sensed away."**
- People learn their symptoms are about **biology not** mental weakness
- This concept can result in a sense of RELIEF and greater feeling of well being

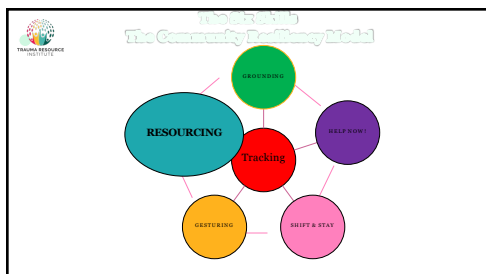
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*Apply your Resiliency Mask First:
Learning Skills to Stay in Your Zone
To Help Others*






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RESOURCING

- A Resource is any person, place, thing, memory or part of yourself that makes you feel calm, pleasant, peaceful, strong or resilient.
- A Resource can be real or imagined
- A Resource can be internal or external

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Resource Intensification



Ask 3 or 4 additional questions about the resource to expand the sensations connected to the resource

Resource intensification strengthens the "felt sense" of the resource and overrides attention that automatically goes to unpleasant sensations

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+ What does this look like in practice?

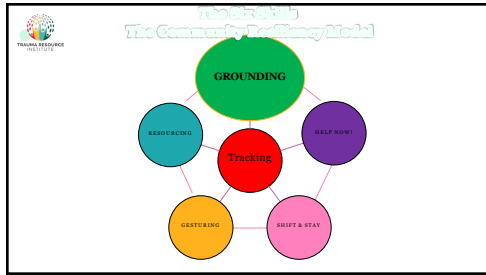
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Ask your kids, students, or colleagues resource-oriented questions?
Who is your favorite, friend, pet, etc?
What is your favorite activity (e.g., game, jump rope, soccer, etc.)?
Who is your favorite character in a book, tv, movie, etc.?



CREATE A BOOK OF RESOURCES
DRAW WITH YOUR CHILDREN

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Grounding
The direct contact of the body or part of the body with something that provides support in the present moment

- Gravitational security is the foundation upon which we build our interpersonal relationships.
- If our relationship to the earth is not safe, then all other relationships do not develop optimally.
- When we are grounded, we have a sense of self in relationship to present time and space.
- We are not worried about the past or the future.

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YOU CAN GROUND IN MANY POSITIONS

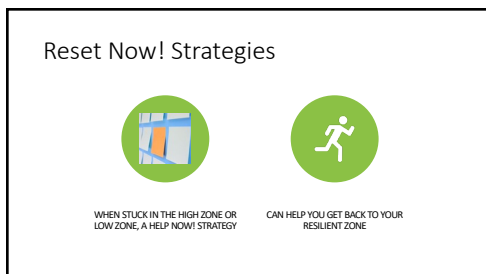
The collage includes several images with captions:

- A person walking on a path: "Walking and paying Attention to steps"
- A person floating in water: "Laying down on a surface or Floating in water"
- A person lying on their back on grass: "Laying down on a surface or Floating in water"
- A person sitting on a chair/sofa/ground: "Sitting on a chair, sofa or ground"
- A man's profile looking forward.

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Help Now!
I spy with my little eye...




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Help Now!
Notice the sounds within the room and outside.




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Help Now!
Count backwards from 20



39



Help Now!
Walk around the room and notice feet making contact with ground



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Help Now!
DRINK a glass water, juice or tea?



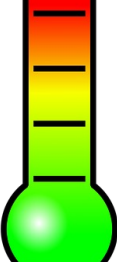
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Help Now!
Name six colors that you can see right now




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Help Now!

What is the temperature of the room or space?

Is it cool, warm, hot, cold?



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Practicing
Resilience and Self
Care

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POSITIVE AFFIRMATIONS

- I'VE GOT THIS!
- I HAVE WHAT IT TAKES TO SUCCEED
- I AM STRONG
- I AM BRAVE
- MY HARD WORK IS GOING TO PAY OFF
- I WILL KEEP GOING
- I AM FILLED WITH POTENTIAL
- I AM BLESSED
- TODAY BRINGS ME JOY AND ENERGY

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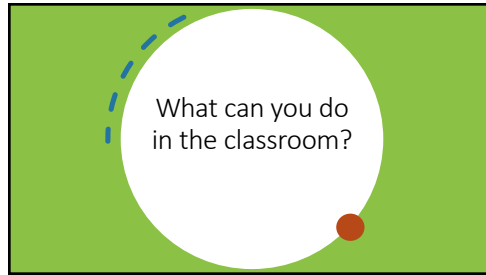
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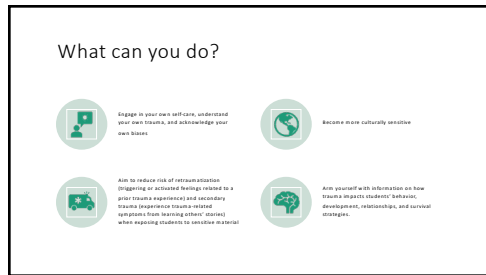
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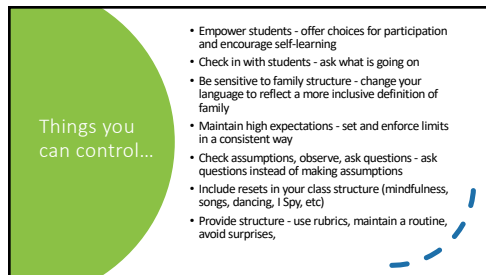
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Things you can control...

- Group work and student interaction is great - but understand this could be triggering to some students
- Use a variety of cultural examples in your instruction
- Include academic supports for students in several locations - on your syllabus, posted in your office, on your Canvas page
- Regularly remind students of your office hours and encourage them to come by.
- Understand that a someone might not want to disclose their trauma to you.
- Reach out to students that are struggling
- Allow flexibility - offer flex passes, drop the lowest test grade, allow resubmissions, provide choices in assignments

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Resources

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- [Dr. Nadine Burke Harris - TED Talk](#)
- [CDC and Adverse Childhood Experiences](#)
- [What is Resilience?](#)
- [National Child Traumatic Stress Network](#)
- [Trauma Informed Practices for Post-Secondary Education](#)
- [10 Course Policies to Rethink in Your Syllabus](#)
- [Trauma Informed Teaching & Learning Principles](#)
- [Examples of Trauma-Informed Teaching in College Classrooms](#)
- [Syllabus Example](#)

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Resources

- ECU Counseling Center
Website (online chat): <https://counselingcenter.ecu.edu/>
Phone: 252-328-6661
- ECU Family Therapy Clinic: 252-737-1415
- [BEAL Crisis](#) (if in Greenville): 252-758-4357
- [National Suicide Prevention Lifeline](#): 1-800-273-8255 or chat online
- [Text Line](#): Text START to 741-741 from anywhere in the U.S. about any type of crisis
- [National Sexual Assault Hotline](#): 800-656-4372
- [The Steve Fund](#) (specific to young people of color): text STEVE to 741741
- [The Trevor Project](#) (specific to LGBTQ+): 1-866-488-7386 or text START to 678678
- [National Domestic Violence Hotline](#): 1-800-779-7233
- [National Relay Texas](#): 1-800-273-8255 and press '1' or text 838255; for deaf and hard of hearing call 1-800-799-4589
- [Tulham Crisis and Access to Care Line](#): 1-877-685-2415
- [Greenville Family Services Mobile Crisis](#): 1-866-437-1821
- [Greenville Medical Center Emergency Department](#), visit 2100 Stantonburg Rd. Greenville, NC or call 252-347-2100

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