A Tale of Two Tigers

Intervention Showcase

November 3rd, 2017

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Objective

- To increase student’s knowledge of how their body reacts to stress
- To increase student’s awareness of stress-inducing situations
- To activate students’ knowledge about how stress impacts them at school through school climate, emotions, learning, and friendships.
Session Skills

*Problem Solving*

- Learn how to recognize when we are experiencing stress

*Personal Awareness*

- Identify personal stressors and how we personally react to those stressors
General Timeline

- Check-In (5 minutes)
- Description of Bodily Responses to Stress (15 minutes)
- A Tale of Two Tigers (20 minutes)
- Closing (5 minutes)
## Supplies

<table>
<thead>
<tr>
<th>Supplies</th>
<th>Forms</th>
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<tbody>
<tr>
<td>Snacks</td>
<td>Essential Component Form</td>
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<tr>
<td>Pens/Pencils</td>
<td>Leader Reflection Form</td>
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<tr>
<td>Student Folders</td>
<td>Student Evaluation Forms</td>
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<tr>
<td>Craft Paper</td>
<td>mySELF Portfolio</td>
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<td>Paper Tigers video clip</td>
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Check-In

Ask a volunteer to remind the group about rules and consequences

- Group safety
- Personal awareness
- Expectations
Bodily Responses to Stress

- 15 minutes
- Psychoeducation
- Discussion based
- Integration of previous lesson
Bodily Responses to Stress Continued

Identifying feelings of stress:

- How do you feel when you are stressed?
- When do you feel this way?
- What makes you feel this way?
- How is feeling stress different from feeling scared or angry or worried?
Bodily Responses to Stress Continued

● Provide instruction on how our bodies respond to stress
  ○ Freeze/Fight/Flee

● Discuss long-term impacts of stress response

● Tie in the concept of mySELF from previous lesson
A Tale of Two Tigers

1. Provide an example to illustrate the importance of recognizing how our body reacts to stress.

2. Choose the most appropriate medium to walk through the scenario:

   You are walking outside, or maybe in the school. Or maybe you’re sitting right here, in class. And suddenly, a tiger comes in through the door. You have no idea where it came from or what it is doing here. But it has just walked through the door.
4. Ask “What does your body do? Does it Freeze, Fight, or Flee?” Start discussion of what would happen in each of the three responses. Encourage the emphasis of bodily reactions.

5. Review the point that regardless of which actions they choose based on their bodily responses, the stressor will be over relatively quickly. Emphasize the end result.

6. Continue the scenario:

   What if the tiger is invisible? What if it is there and only you know that it is there? No one coming to get the tiger and you don’t know if or when they tiger will attack. It never goes away, and is here with you in class every day.

   What does your body do?
A Tale of Two Tigers (Continued)

7. Walk students through the long term impact of chronic stress.

8. Explain that our bodies do the exact same thing even if it is not a tiger in the room...

9. Paper Tigers clip (if time allows)

10. Activity:
   a. Pass out crafting paper cut into shapes of a tiger.
   b. Have students take three of them and write out what their tigers are that cause them to have a stress response.
   c. On the back of each tiger, have them list the number one way their body lets them know they are stressed when they encounter this “tiger”. Decorate tigers, if time allows.

11. Have each student share one of their tigers with the group, or in small groups if time is limited.
PAIR UP & PRACTICE
Closing

- 5 minutes
- Check Out
- mySELF portfolio
- Student Evaluation
- Pass out snacks
- Collect portfolios
Facilitator Evaluation

- After the group session
- Read through student worksheets
- Complete the facilitator form & essential components form
- Consult with other group leaders about the group session and debrief
- Laminate tigers and put them in a hole-punched folder in each portfolio
  - Use each tiger to identify core components of your next sessions
Body Maps

Danielle Balaghi, Kelly Holmes, Heather Potts, & Angela Taylor
Introduction and Agenda

- Brief review of research
- Body Maps Activity
  - Check-in & Introduction of New Concept – Self-Esteem (5 minutes)
  - Body Map Activity - Self (5 minutes)
  - Body Map Activity – Others (5 minutes)
  - Closing (5 minutes)
- Critiques/discussion
- Adaptations
Brief Overview of the Research

- Self-esteem is positively associated with psychological well-being (Paradise, & Kernis, 2002; Rosenberg, 1985).
- Self-esteem is positively associated with greater academic achievement (Alves-Martins, Peixoto, Gouveia-Pereira, Amaral, & Pedro, 2002; Ross & Broh, 2000).
- Self-esteem is negatively related to trauma (IPV, depression, childhood abuse; Parker & Benson, 2004; Silvern, Karyl, Waelde, Hodges, Starek, Heidt, & Min, 1995).
- Pathway analysis indicated self-esteem may be a mediator between trauma and other maladaptive behavior (Low, Jones, MacLeod, Power, & Duggan, 2000; Reynolds, Wallace, Hill, Weist, & Nabors, 2001).
  - Lower self-esteem predicting more maladaptive outcomes/coping.
Body Maps Activity

Activity Agenda

- Check-In (5 minutes)
- Introduction of New Concept – Self-Esteem (10 minutes)
- Body Map Activity - Self (10 minutes)
- Body Map Activity – Others (10 minutes)
- Closing (10 minutes)
Introduction of New Concept—Self-Esteem

● Define: *What is Self-Esteem?*
  ○ “Things you like about yourself”
  ○ Confidence in abilities and skills
  ○ Respect for self

● Brainstorm strengths
  ○ Generate ideas in large or small groups
  ○ Goal: Develop list of *positive characteristics, qualities, skills,* and *strengths*
    ■ Not just interests and preferences

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<thead>
<tr>
<th>Strength</th>
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<tbody>
<tr>
<td>1. Forceful</td>
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<tr>
<td>2. Enthusiastic</td>
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<tr>
<td>3. Spontaneous</td>
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<tr>
<td>4. Trustworthy</td>
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<tr>
<td>5. Respectful</td>
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<td>6. Tolerant</td>
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<td>7. Observant</td>
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<td>8. Optimistic</td>
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<td>9. Caring</td>
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<td>10. Generous</td>
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<tr>
<td>11. Practical</td>
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<tr>
<td>12. Considerate</td>
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<tr>
<td>13. Self-Assured</td>
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<td>14. Inspiring</td>
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<td>15. Adventurous</td>
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<td>16. Lively</td>
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<td>17. Persuasive</td>
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<td>18. Serious</td>
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<tr>
<td>19. Idealistic</td>
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<td>20. Warm</td>
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<td>21. Humorous</td>
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<tr>
<td>22. Friendly</td>
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<tr>
<td>23. Determined</td>
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<tr>
<td>24. Patient</td>
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<tr>
<td>25. Orderly</td>
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<tr>
<td>26. Disciplined</td>
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<tr>
<td>27. Ambitious</td>
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<tr>
<td>28. Dedicated</td>
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<tr>
<td>29. Flexible</td>
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Body Map Activity-Self

1. Explain reasoning for activity
2. Draw Outline
3. Decorate outline
4. Write positive attributes about yourself
5. Rotate and discuss what others wrote
6. Add skills that you are good at
7. Rotate and discuss what others wrote
Body Map Activity - Others

1. Explain activity to the students
2. Give time to brainstorm
3. Have students write something they like about each student
4. Facilitators participate as well
5. Student return to their body map to review what has been written
Closing

1. Check-out
2. Summarize and generalize
3. Have students write-down the definition of self-esteem and three things they like about themselves
4. Complete evaluation
5. Have snack
## Pros and Cons

<table>
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<tr>
<th>Pros</th>
<th>Cons</th>
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<tr>
<td>Easy to administer</td>
<td>Involves a lot of “stuff”</td>
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<td></td>
<td>--May not have time, money, or resources to acquire specific materials</td>
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<td>Active</td>
<td>May not be appropriate for all individuals experiencing/recovering from trauma.</td>
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<td>-Gets the kids moving</td>
<td>--Consider &quot;when&quot; or timing of intervention with the individual's stage of recovery/treatment</td>
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<td>Involves other students giving input</td>
<td>May be challenging to find a 50 minute block in school day for activity</td>
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<td>-Research suggests the “looking glass self” may be beneficial to identity development</td>
<td>Some kiddos may need more than 50 minutes to brainstorm ideas and complete activity</td>
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<td></td>
<td>Need to be sensitive to cultures who prefer to not speak about strengths in public</td>
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Adaptations

● Materials can be modified/adapted
● Provide a visual list of strengths
  ○ May help to spark ideas
● May need additional sessions/time if kiddos have difficulty generating ideas
● Can be conducted in individual therapy/sessions
  ○ Kiddos may have difficulty completing activity in group
● Consider involving the family
  ○ Activity to reinforce or build positive parent-child interactions
Discussion

Describe a specific student or group of students at your site that you think would benefit from this activity.

What supports would you need in place to implement this activity at your site? What barriers might exist at your site?

How can you integrate this information with your current practice and/or knowledge of trauma-intervention/trauma-informed therapy?
Enjoy your lunch!

Lunch choices are Pulled Pork or Pulled Chicken Sandwiches with Fruit, Cookie and a Drink

(condiments are on the side)

Special requests have been set aside
Identifying Socio-Cultural Resources: School Maps

Presented by: Trevor Bixler,
Michelle Platt, and Tiffany Jenkins
Session Schedule

5 minutes: Discuss why the issue of ‘safe spaces’ in schools is important

-Role Play Lesson (Presenters as School Personnel- Audience as Students)-

5 minutes: Introduction

10 minutes: School Map Activity

10 minutes: Discussion

-End Role Play-

10 minutes: Review, Questions, Comments, etc
Why Is It Important To Discuss Safe/Unsafe Spaces In Schools?

Who Should be Involved In These Conversations?
Outcomes Related to School Safety

Academic Achievement

Social Self-Efficacy

Shaping Prosocial Behaviors
Session Objectives and Skills

Objectives:

● Introduce students to the concept of a “safe space”
● Get students thinking about safe and unsafe spaces in their school
● Have students identify WHERE, WHY, and WITH WHOM they feel safe and unsafe in their school
● Have students brainstorm ways to make unsafe spaces safer.

Skills (Personal Safety and Social-Cultural Factors):

● Assess whether a place in the school is safe or unsafe.
● Assess if an adult in the school can maintain or increase feelings of safety
● Recognize how to keep self safe.
Safe and Unsafe Spaces and People

What makes a place or person feel like a safe place/safe person?

Examples?

What makes a place or person feel like an unsafe place/unsafe person?

Examples?
Safe and Unsafe Spaces at School

Feeling “safe” or “unsafe” at school may refer to your experiences with:

- Bullying
- Violence
- Chaos

What else?
School Map Activity
Directions:

In red, mark the spaces where you feel unsafe—think about and jot down reasons those places feel unsafe

**RED = UNSAFE**

In blue, mark the spaces where you feel safe—think about and jot down reasons those places feel safe

**BLUE = SAFE**
Directions:

On the back of your map, write down the names of the people who make you feel safe when you are at school.

Think about where those people usually are in the school, and turn your map over so you can color those spaces blue.
Discussion
Let’s Think & Discuss

Create a safe space for discussion.

Think-Pair-Share

Participants will:

(1) think individually about their assigned area

(2) pair with a partner to discuss the area

(3) share ideas with the rest of the group
Perceived “Safe” Spaces and “Safe” People

What does the environment look like?

How do you feel in safe areas?

How can we maintain safety?

Who are “safe” people?

   How do you know they are safe?

Examples?
Perceived “Unsafe” Spaces

What are some common unsafe spaces in school?
What are some “invisible safe spaces”?
What times are “unsafe” peak hours?
Examples?
Fostering Feelings of Safety

I’m walking through the hall right now and find myself in an unsafe space. What should I do?

How can adults make the places you’ve identified as unsafe become safer?

How can students make unsafe places become safer?
Improving School Safety: Approach

Do you know what areas and people students consider to be safe and unsafe in your school?

How could your school get those answers?
Improving School Safety: Approach

What do you think have been more traditional approaches used to improve safety and feelings of inclusiveness in school?

After today’s activity, how do you think your school could increase feelings of student safety and inclusion?
Improving School Safety: Approach

- Egalitarian approach vs. authority vs. combination
- Student led
- Staff-backed
- Staff-enforced
Key Takeaways

What do “safe” spaces and “safe people” look like?

What can we do to promote/maintain “safe” spaces?

What are “unsafe” spaces and how can we make them safer?
Anxiety in the Schools: Stop, Drop, and Roll

Kathryn Bangs, MA, QMHP
Tierra Ellis, BA, QMHP
Dana Sorensen, MS
Materials

Supplies:

Pens/Pencils

Stop, Drop, & Roll Handouts

Paper
General Timeline for Lesson

Check-In (5 minutes)
Top Three Troubles: Anxiety (20 minutes)
Stop, Drop, and Roll Technique (10 minutes)
Role-Play and Discussion (15 minutes)
Closing (5 minutes)
Check In

Has anyone had a chance to use a coping strategy? If so, did it pass the test for a good solution?
Top 3 Troubles: Anxiety

Create list of the following:

3 items that cause anxiety related to school, homework, learning, or testing

3 items that make you feel less anxious

Share your items with others in your group

**Discussion:** Why do these things make you worry? What do you already do to help alleviate those worries?

*Students will illustrate each of their worries but we will skip this for today*
Stop, Drop, and Roll!

This is a strategy to help reduce anxiety in a non-disruptive way.

Pass worksheet out to every student. Review each step with practice.

When you feel the fire of worry and anxiety...

STOP what you are doing, put your hands down on the desk, and feel the coolness of the desk.

DROP your head down, close your eyes, and take five deep breaths. Relax your face, arms, and legs so that they feel heavy.

ROLL your head around three times while breathing deeply.
Role-Play & Discussion

In small groups, have each student practice how they would use Stop, Drop, and Roll for one of their Top 3 Troubles.

As a large group, discuss how their practice went.

Review the Problem-Solving Model for deciding when to use this strategy:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?
- How sure are you that you can do this?
Check out: Ask each student to identify what they might do if they see someone use Stop, Drop, and Roll. How could they be helpful?
TIPPS:
Problem Solving and Coping Strategies Lesson

Katy, Chastity, Jessie, and Mike
How is this Session Trauma-Informed?
The Session:
Skills to Learn

Problem Solving
Empathy
Peer Group
Coping
Timeline of Session:

- Check In (5 minutes)
- Review/Description of Problem-Solving Model (10 minutes)
- Coping Scenarios and Checking Solutions (20 minutes)
- Closing (10 minutes)
Check In

How was last week?

Able to use problem solving?
Problem Solving Model

A: Ask
B: Brainstorm Solutions
C: Choose One
D: Do it!

Think of the solution:

Is safe?
Does not hurt others?
Is fair?
Solves the problem
Coping Scenarios and Checking Solutions

1. Ways to Cope with Stressors
2. Check our Solutions
3. Role-Play
4. Divide into groups
   a. One facilitator
   b. Come up with a stressful situation at school
5. Work in your group to:
   a. Determine FIVE different coping strategies that could be used in stressful situation
6. Coping Strategies:
   a. Effective in addressing stressor
7. Evaluate Outcomes, Positive/Negative Consequences
8. Can you complete this coping strategy in real life?

- Choose option you think will work the best, to be acted out for the big group
- Role Play!
  ○ What is the situation/problem?
  ○ What strategies did you come up with?
  ○ Which did you choose?
  ○ What solution will best resolve the problem?
  ○ What strategy would you be most confident in doing on your own?
  ○ Is there anything that can make you more confident to use these coping strategies?
Check Out

How confident do you feel in choosing a coping strategy that will work?

Practice: One good solution by next week

- mySELF portfolio
  - What is a good solution?
- Student Evaluation form
- Snacks
Thoughts?

Common Problems with Problem Solving?
Friend or No: Friendship Mountain

Vicky Karahalios, M.Ed., Yari Diaz, M.Ed.,
Kisha Jenkins, M.Ed.
Video: Close Friendships in High School Improve Adults' Mental Health
There is a link between social and emotional well being and peer relationships (Oberle, Schonert-Reichl, & Thomson, 2010).

Peer relations influence health in adulthood (Gustafsson, Janlert, Westerlend, & Hammarstrom, 2012)

Strong effects on the development, behavior, and identity of young people (Ali and Fokkema 2011; Faris and Felmlee 2011; Flashman 2012; Goza and Ryabov 2009).

Future course of life experience (Harris, 1998).

Can impact social change (Rosenberg, 2011).
Current times

- 28% of students in grades 6-12 in the U.S. have experienced bullying (National Center for Education Statistics and Bureau of Justice Statistics, 2011)

- 15% of students in Illinois have experienced cyberbullying (Centers for Disease Control and Prevention, 2015)

- Adults over the age 35 are the fastest growing demographic on Facebook, 86% of 18-29 year olds, and 75% of 12-17 year olds use Facebook (Manago, 2015).

- Youth feel connected to some degree, but risks lie in increased feelings of dissatisfaction, shallow networks, and need for instant gratification (Manago, 2015).

- Teens spend about 9 hours of some form of online media every day (Common Sense Media, 2015).

- Social media is changing the way youth develops relationships and how they form their identity (https://www.nytimes.com/2017/06/07/well/family/the-secret-social-media-lives-of-teenagers.html).
Consider changes over time……

3 hours of socialization increases chances of a good day, with an increased likelihood for each hour up to 6 hours.

According to the General Social Survey, the number of Americans who say they have zero confidants outside of relative has tripled since the 1980’s.

A Gallup poll found that Americans had an average of 9 close friends in 2004, and the number dropped to 2 close friends in 2014.

Men have the hardest time cultivating friendships.

Vital friendships are the ones that have a lasting impact on your health and happiness.
Negative peer relations

- (Collier, van Beusekom, Bos, & Sandfort, 2014)
- Bullying (Olweus, 2010)
- Higher levels of depressive symptoms
- Traumatic stress
- Alcohol and substance abuse
- Relationship between sexual orientation and suicidality have been more mixed
- Diminished sense of school belongingness
- Associated with disruptions in educational trajectories
Discussion:
In what ways have you seen friendships impact youth in your work?
Objectives

- To increase student’s knowledge of various levels of friendships
- To increase student’s awareness of mutual self-help skills
- To increase student’s ability to recognize different types of relationships and why each are important
Skills

- **Problem Solving**
  - Learn how to recognize when friendship expectations are not accurate

- **Personal Awareness**
  - Identify personal friendships

- **Collaboration**
  - Learn skills for collaboration with people outside of our close friendship circle
Friendship Mountain

- Best Friend(s)
- Very close friends, family, siblings
- Close friends
- Transitional/New Friends
- School/Work Friends
- Acquaintances
Friendship Eco-Map
Implementation Considerations for different student populations
Considerations for working with culturally diverse youth

- Within/racial group preferences increase with students’ age (Graham et al., 2008).
- Underrepresented students may experience lower levels of a sense of belonging (i.e. feelings of acceptance by peers) which may impact friendship development/network (Stattin & Kerr, 2008).
- Certain cultures may hold different beliefs of function of friendships; cultural beliefs may impact structure of peer relations (Chen et al., 2008).
Considerations for working with culturally diverse youth

- The dependence/closeness to family members among recently arrived immigrant youth may be higher (Suarez-Orozco, Suarez-Orozco, & Todorova, 2008)

- There is a relationship between cultural ideology and inequality in friendships. For example, cultural ideologies that are more egalitarian are more likely to produce friendships with greater peer inequality than those that are focused on hierarchy (Milner, 2013)
Considerations for working with students with Autism

“It says a lot that we’re all friends because it takes work. It doesn’t take work to be friends with our other friends because you can just go up and talk to them and be like, “Let’s go do this. Let’s go do that.” But, to be friends with someone that can’t communicate with you takes work, and it shows that he really wants to be your friend, too, because he has to put effort into communicating with you, so, like, other people, they don’t have to try to communicate with you, you know. So, I think it says a lot, but it’s definitely harder.” (Rossetti, 2015, p. 188)
Considerations for working with students with Autism

- Autism is characterized as “persistent deficits in social communication and social interaction across multiple contexts” (DSM-V).
- Research shows us that these students may hold:
  - Different conceptions of friendship (Rossetti, 2015)
  - Report significantly less intimacy in their friendships (Bossaert, Colpin, Pijl, & Petry 2015)
  - Lower rates of prosocial behaviors such as initiating and responding in conversations (Boyd, Conroy, Asmus, & McKenney, 2011)
Consideration for working with students with social anxiety

- Characterized by “a marked and persistent fear of social or performance situations in which embarrassment or humiliation might occur. Frequently, when exposed to possible scrutiny by others, youths with SAD fear they might do something or act in a way that will be embarrassing or humiliating to them” (Ollendick & Hirshfeld-Becker, 2002)

- Typical onset middle adolescence; more common in females than males (Roy, et al., 2009)
Considerations for working with students with social anxiety

- May present with social skills deficits (Early, et al., 2017)
- Social anxiety may hinder close friendships (Biggs, et al., 2012)
- Lower quality of friendships (Baker & Hudson, 2013)
- More susceptible to victimization and social rejection (Crawford & Manassis, 2011)
Activity

- Check-In (5 minutes)
- Description of Friendship Mountain (15 minutes)
- Friendship EcoMap (20 minutes)
- Closing (5 minutes)
Get into small groups and try!
Wrap up session

Initial reactions?

How did it feel to be a student?

How did it feel to be a facilitator?

Considerations/modifications?
References


References


References


