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Meet your facilitator!





Donna Lucero is the training institute director at all faiths, a native New Mexican, a University of New Mexico graduate (BA in psychology, with a minor in family studies; MA in counseling). With over 30 years of experience working with kids & families who have experienced trauma, mental health issues, poverty and adversity,

Donna strongly believes in the critical nature of early childhood development and the importance of healthy brain development, attachment & relationship for kids to grow to be healthy, productive adults. She believes strongly in the critical importance of family, community and social support, healthy relationships, movement, music, nature and activity, not only helping people heal, but eradicating violence and harm in our families and communities.

Donna has extensive experience and training working from a trauma informed lens, and as the clinical director of all faiths, strives to assure exemplary quality of care to the clients served from a trauma sensitive perspective. Training is provided based on the most relevant research in the areas of brain development, impact of developmental trauma and the strategies and resources to facilitate healing, mastery and integration over trauma.

Donna has extensive training working with youth who have engaged in sexual harm and children with sexual behavior problems. Extensive training in early childhood development and various intervention models including the neurosequential model of therapeutics; attachment, regulation and competence; practice self-regulation, circle of security; nurtured heart; nurturing parenting and brain gym.

Donna has 20 years' experience as a clinical supervisor/clinical director providing ongoing clinical supervision to therapists and various behavioral health workers in agencies whose mission is working with the impact of trauma.

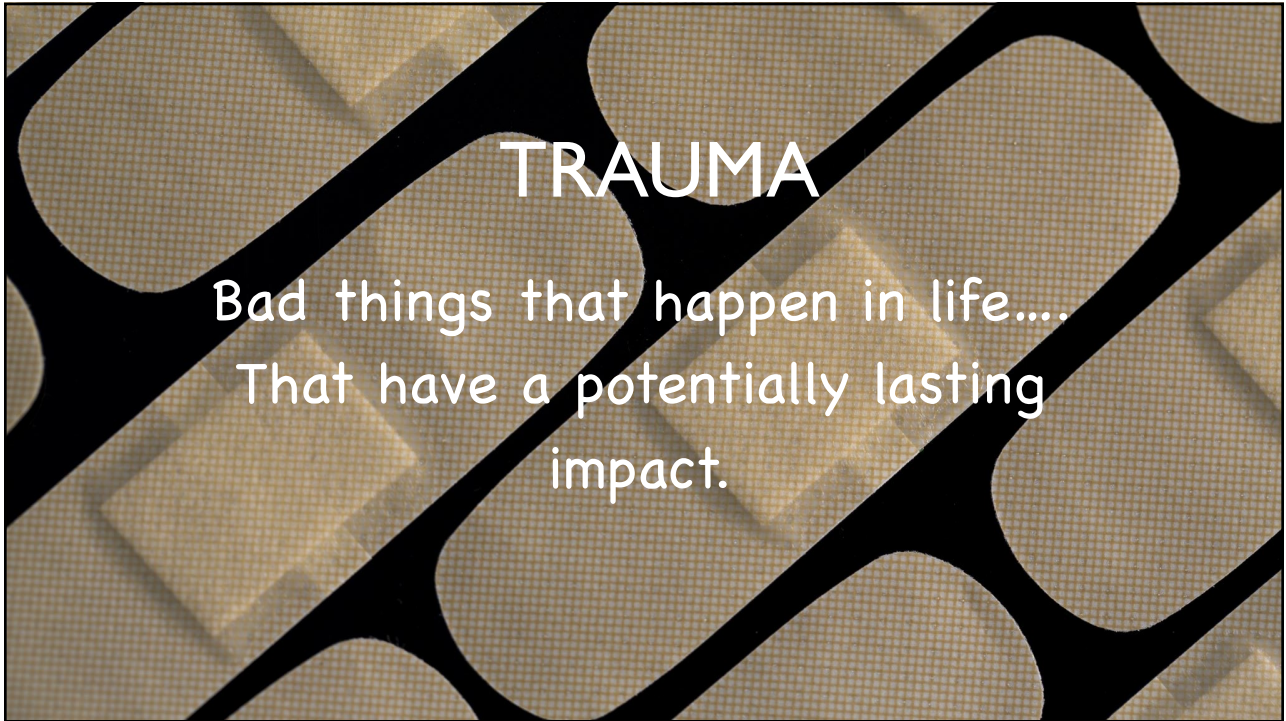
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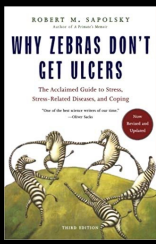



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We are not all exposed to identical external stressors, but given the same stressors, even the same major stressors, we vary tremendously in how our bodies and psyches cope.





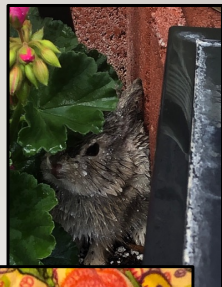

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KEY AREAS
TRAUMA
CAN IMPACT

REGULATION


AND

RELATIONSHIP



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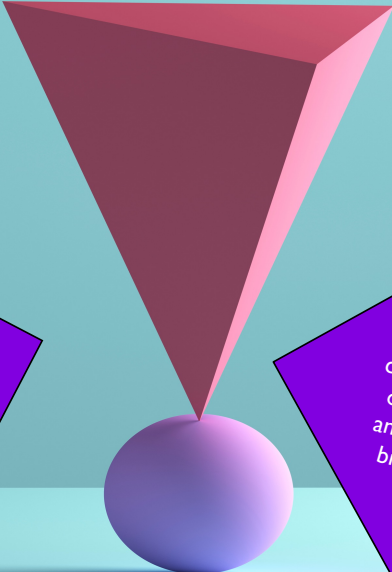
Studies show that between 30 and 50 percent of children in public schools have 3 or more ACEs.

WHAT HAPPENED TO YOU?
CONTRIBUTIONS OF TRAUMA, RESILIENCE AND HEALING

BRUCE D. PERRY, MD, MPH
OF THE CENTER FOR MEDICAL INQUIRY

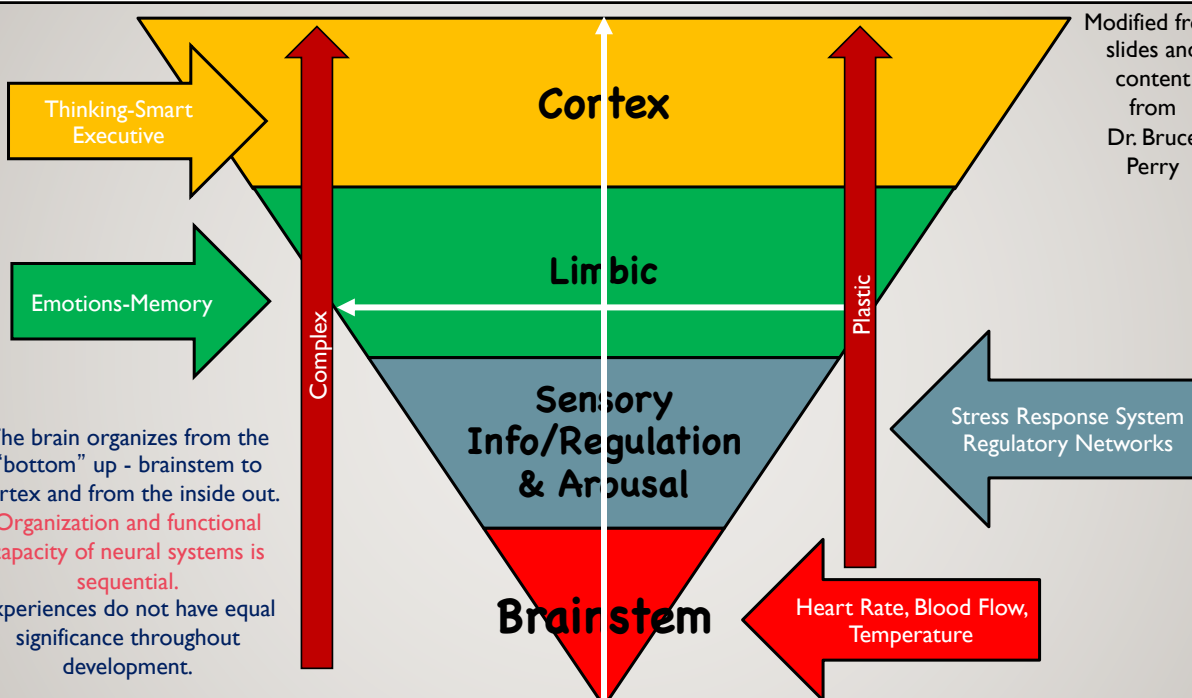
Imagine how many children are sitting in school with trauma related memories that can be activated by innocent cues in the classroom.

The present moment is filtered by lower parts of the brain (primitive) before getting to the cortex...smart part of the brain.

Information from the present moment is compared to and influenced by "memories" or associations from previous experience and is first processed in lower parts of the brain before reaching the thinking brain.



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Cortex

Limbic

Sensory Info/Regulation & Arousal

Brainstem

Complex

Plastic

Stress Response System
Regulatory Networks

Heart Rate, Blood Flow,
Temperature

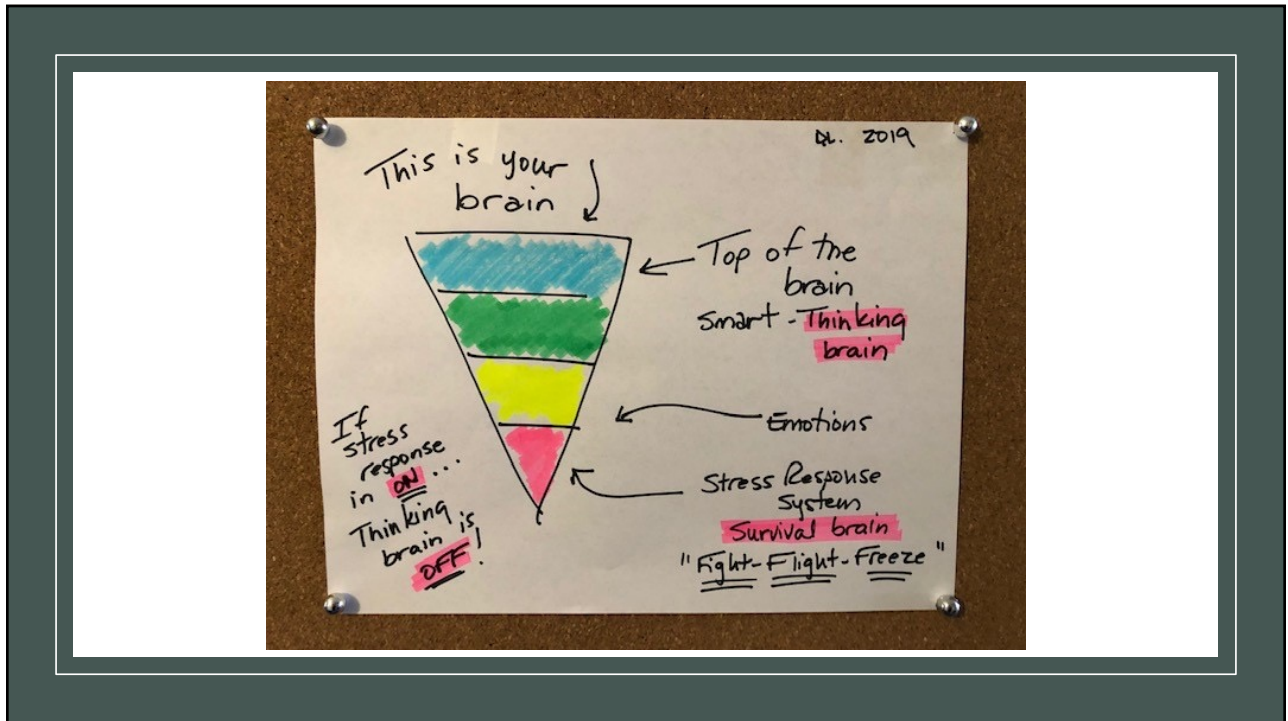
Thinking-Smart Executive

Emotions-Memory

Modified from slides and content from Dr. Bruce Perry

The brain organizes from the "bottom" up - brainstem to cortex and from the inside out. Organization and functional capacity of neural systems is sequential. Experiences do not have equal significance throughout development.

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WHAT DOES HYPER-AROUSAL LOOK LIKE?


- Dysregulated arousal can also look like fear
- Fear changes the way we think
- Lower parts of the brain begin to act and be reactive before the higher thinking brain is engaged



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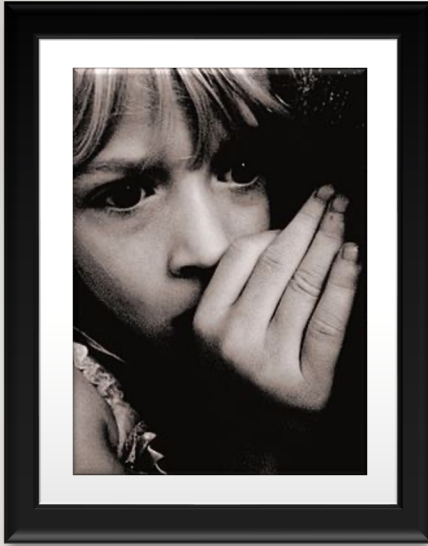
WHAT DOES HYPER-AROUSAL LOOK LIKE?



- The **PERSISTENT FEAR RESPONSE** and the **SIGNS of HYPERAROUSAL**:
 - *Impulsivity*
 - *Reactivity*
 - *Aggression*
 - *Hyperactivity*
 - *Anxiety*
- **OFTEN (MIS)DIAGNOSED AS:**
 - *ADHD*
 - *Bipolar Affective Disorder*
 - *Learning Disability*
 - *Conduct Disorder*

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DISSOCIATION

- **What if neither fleeing nor fighting is a realistic possibility?**
 - Such as for infants, small children abused by adults, and in the case of persistent sexual abuse
 - Playing dead as a strategy—the dissociative defense

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WHAT DOES DISSOCIATION LOOK LIKE?

Typically observe normal or low resting HR

Frequent medical evaluations for seizures and fainting

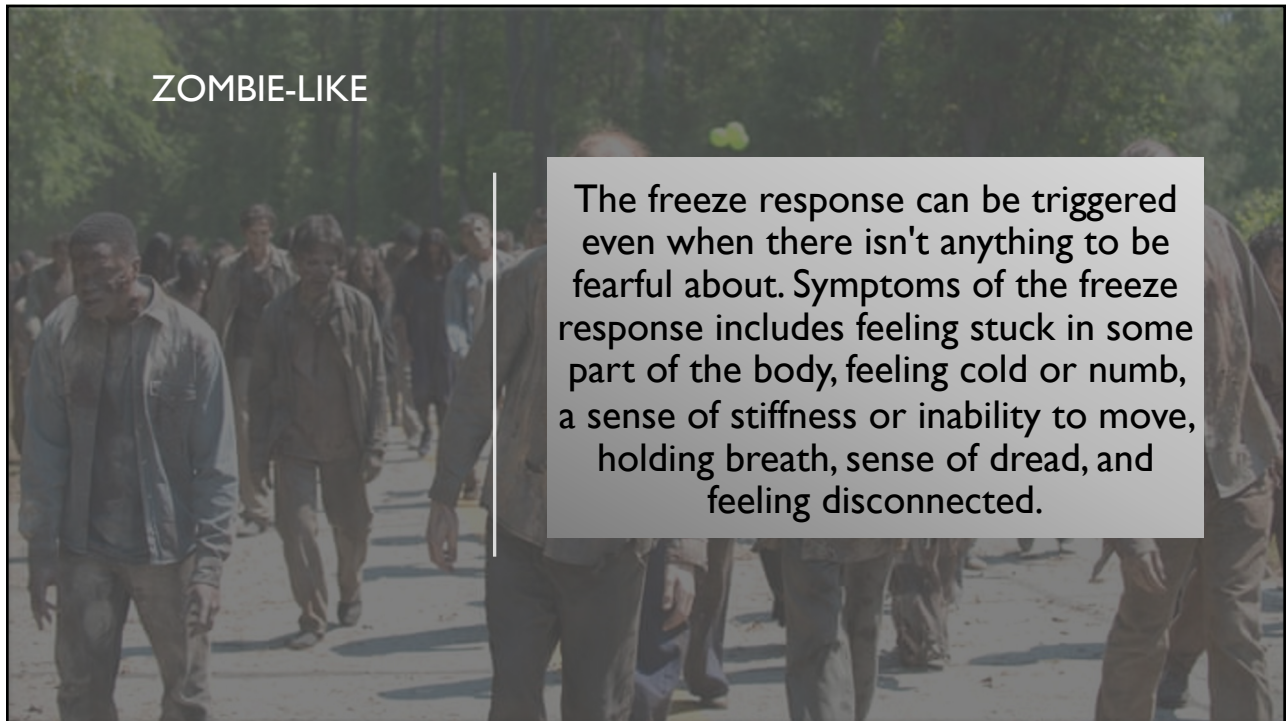
Frequent somatic complaints -- headaches, muscle aches, abdominal pain, constipation, fainting

Withdrawn and avoidant

Marked changes in states of alertness and arousal

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Trauma is never an excuse for harmful behavior.....

But it can serve as a lens to understand and make sense out of harmful behavior.

- To develop a plan to support the child/youth in developing some mastery and integration, specific to the trauma
- To enhance relational connections.
- Helping the youth be more empathic by experiencing empathy.



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KEY CONCEPTS



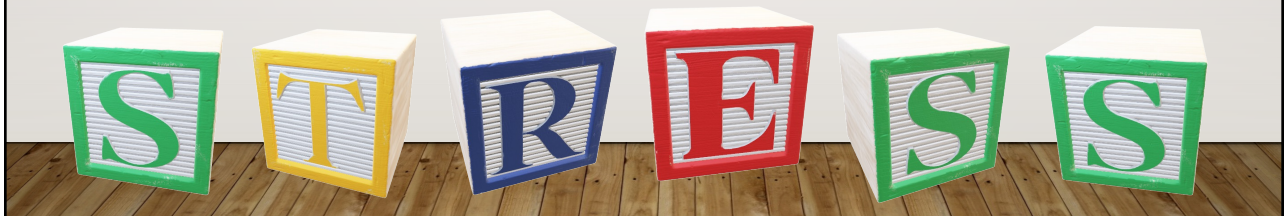
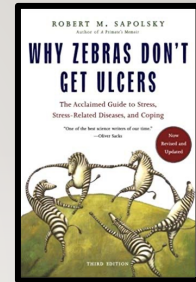
- ➔ Traumatized children communicate through behavior rather than words
- ➔ Difficult behaviors are often fronts for unmet needs or unregulated affect: identify the function of the behavior.
- ➔ Attunement is ongoing & requires perception as well as response.
- ➔ Accurate attunement provides the foundation for self-regulation.

ARC Model Developed by Margaret E. Blaustein and Kristine M. Kinniburgh

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BUILDING BLOCKS OF PSYCHOLOGICAL STRESSORS..... AND POSSIBLY COPING WITH STRESSORS.

- ✓ Lack of outlets for frustration
- ✓ Lack of social support
- ✓ Lack of predictability
- ✓ Lack of control



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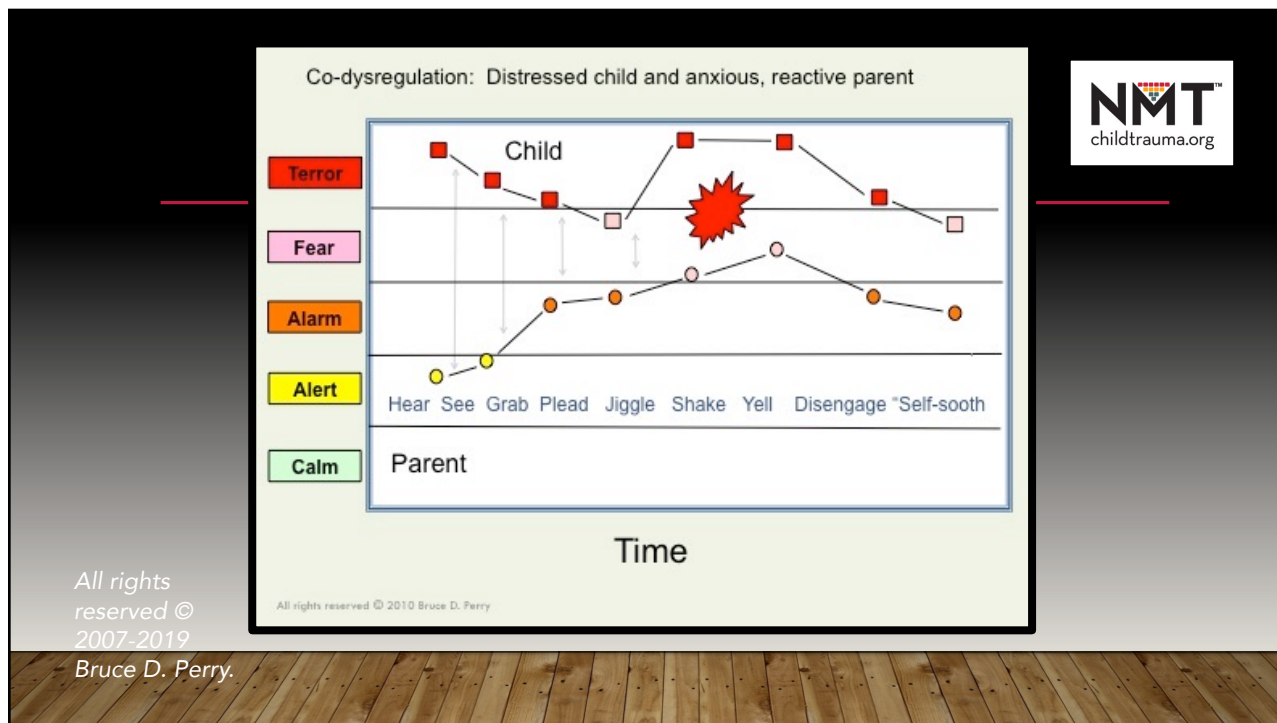
CO-REGULATION TO SELF-REGULATION



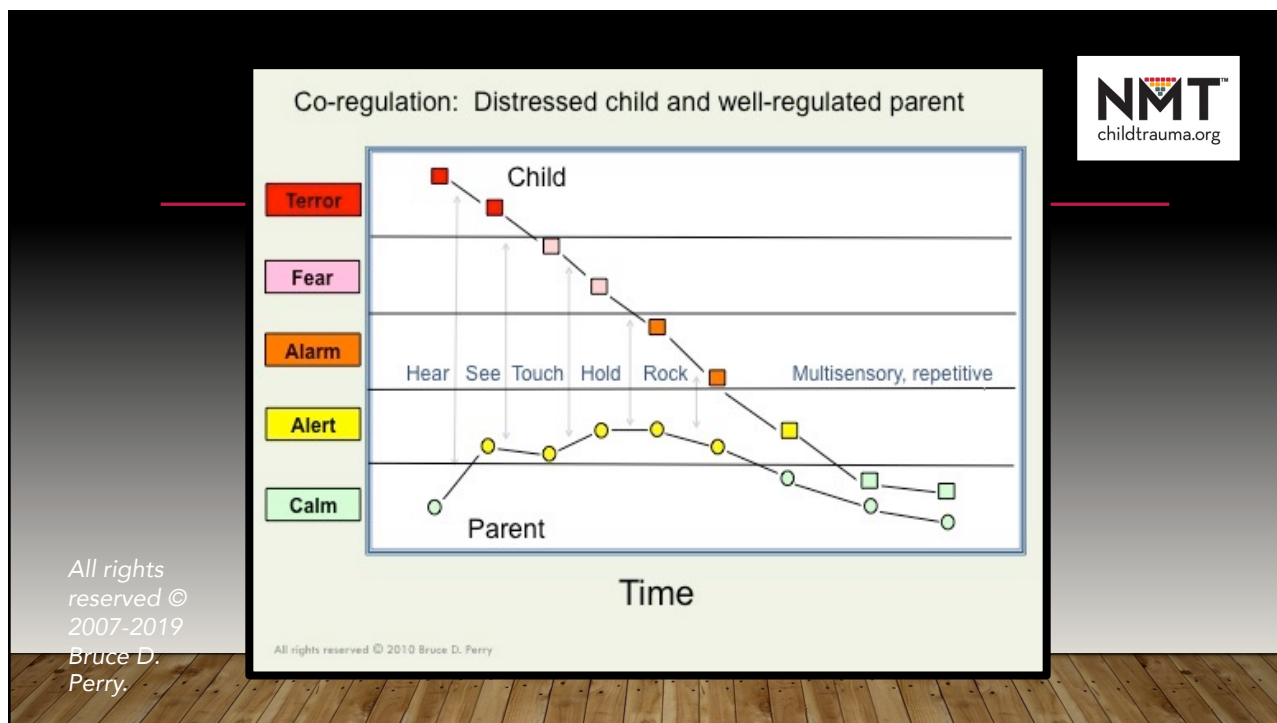
- The interactions of the dyad allow a child to achieve balance or regulation within his own mind
 - Interactions with caregivers allow a child's brain to develop neural structures necessary to move from co-regulation to more autonomous forms of self-regulation

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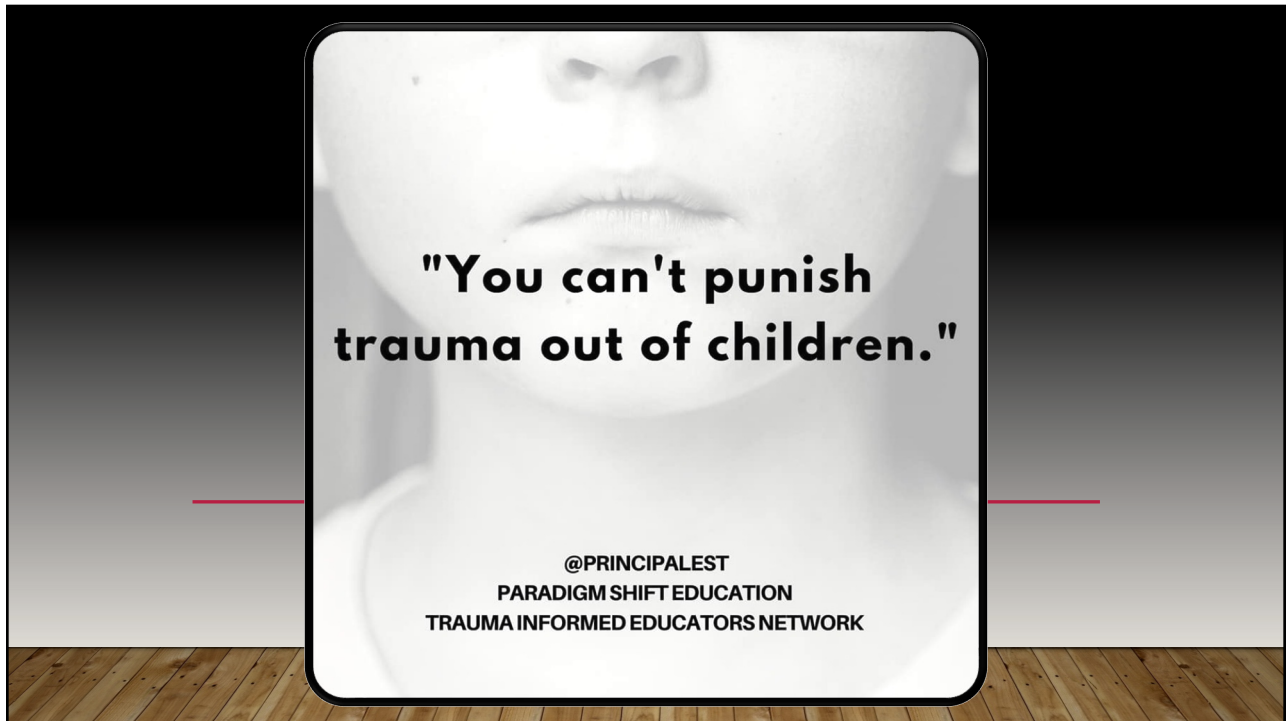
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"SKILL NOT WILL...."

Allows for us to become more empathic .
Instead of the stern "Might makes right" model of authority, we can embrace a new model that puts us in the role of supportive collaborators, teachers and coaches.

change·able

How Collaborative Problem Solving Changes Lives at Home, at School, and at Work

J. Stuart Ablon, PhD
Director of Think Kids at Massachusetts General Hospital

MOTIVATION!

Carrot? *Stick?*

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Consequences require decent impulse control to work in the first place.



change·able

How Collaborative
Problem Solving
Changes Lives
at Home, at School,
and at Work

J. Stuart Ablon, PhD
Director of Think-Kids at Massachusetts General Hospital

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DISCIPLINE=TO TEACH
(LATIN ROOT=TEACHING LEARNING, KNOWLEDGE)

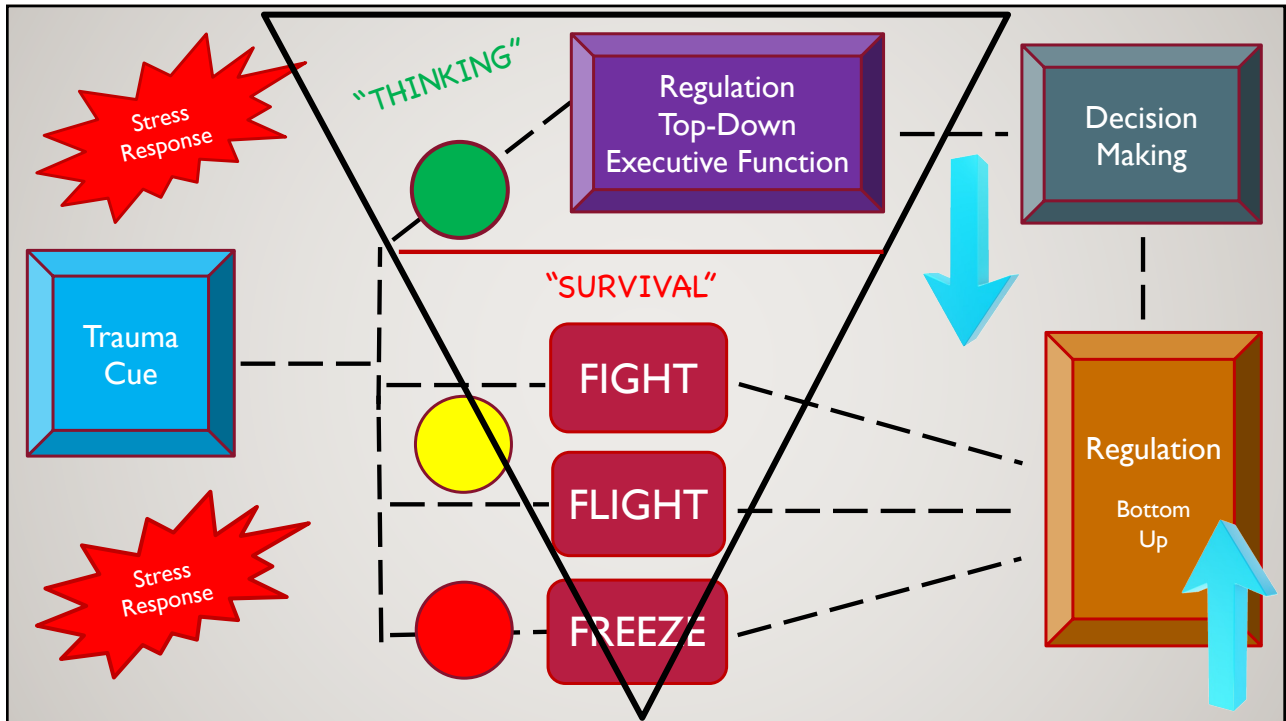
The way to address bad
behavior is not to punish it.
It's to build skills!

change·able

How Collaborative
Problem Solving
Changes Lives
at Home, at School,
and at Work

J. Stuart Ablon, PhD
Director of Think-Kids at Massachusetts General Hospital

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The graphic features a central white rounded rectangle on a grey background. At the top, the text "change·able" is written in a serif font. Below it is a large circle with a rainbow gradient border. Inside the circle, the text reads "How Collaborative Problem Solving Changes Lives at Home, at School, and at Work". At the bottom of the white rectangle, the name "J. Stuart Ablon, PhD" is displayed, with "Director of Think: Kids at Massachusetts General Hospital" in smaller text below it. To the left of the name is a grey speaker icon, and to the right is a blue square icon with a white speaker symbol.

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YOUR BRAIN IS LIKE VELCRO FOR NEGATIVE EXPERIENCES AND TEFLON FOR POSITIVE ONES.

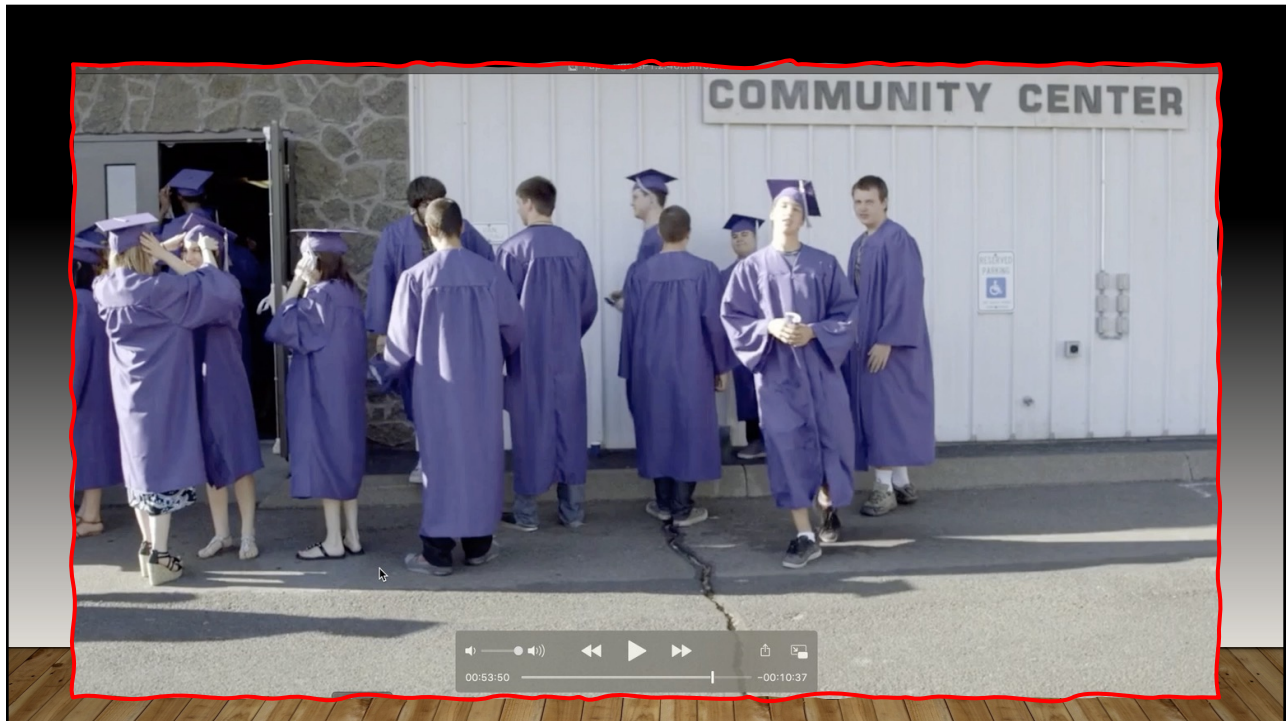


- The brain typically detects negative information faster than positive.
- The baseline resting state of your brain activates a “default network” and one of its functions is to track your environment for threats.
- Negative bias-negative events generally have more impact than positive ones.

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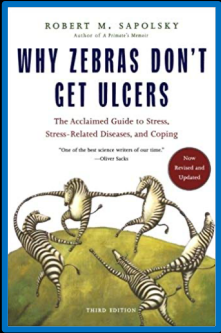



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IN A WORLD OF STRESSFUL LACK OF CONTROL, AN AMAZING SOURCE OF CONTROL WE ALL HAVE IS THE ABILITY TO MAKE TH WORLD A BETTER PLACE, ONE ACT AT A TIME.



The image features a large, high-resolution photograph of the Earth from space, centered on the Americas. To the right of the Earth is the cover of the book "Why Zebras Don't Get Ulcers" by Robert M. Sapolsky. The book cover is blue and white, with a red circular badge that says "New Revised and Updated". The cover also features an illustration of zebras and a snake. The text on the book cover includes the author's name, the title, and a quote from Oliver Sacks: "One of the best science writers of our time."

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“Do the best you can until you know better; then when you know better, do better.”

-Maya Angelou



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THANK YOU AND PEACE!



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