



# Promoting Resiliency: Helping Those Who Experience Trauma

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# Collaboration Efforts – Japan 2011

- NASP and NEAT – NASP Office (Kathy Cowan)
- International School Psychology Association (ISPA) – International Crisis Response Network (ICRN) – Bernhard Meissner (Germany), Yehuda Shacham (Israel), Shulamit Niv (Israel)
- Contact Person: Bill Pfohl, NEAT Chair; ISPA President
- Truly an INTERNATIONAL RESPONSE and support
- University of Santa Barbara (Shane Jimerson); San Diego State University (Carol Robinson) – translation of materials

# Maslow Offers Guidance on where to start

**Self-actualization**

morality,  
creativity,  
spontaneity,  
problem solving,  
lack of prejudice,  
acceptance of facts

**Esteem**

self-esteem,  
confidence, achievement,  
respect of others, respect by others

**Love/Belonging**

friendship, family, sexual intimacy

**Safety**

security of body, of employment, of resources,  
of morality, of the family, of health, of property

**Physiological**

breathing, food, water, sex, sleep, homeostasis, excretion

Maslow's Hierarchy of Needs

*In Maslow's hierarchy of needs, higher levels of needs can only be pursued when the lower levels are fulfilled.*

# Myths

- We are born resilient
- All children are resilient
- Resiliency cannot be learned or nurtured!
- Is an extraordinary trait of people

# Trauma

- An injury (such as a wound) to living tissue caused by an external agent
- A disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury
- An emotional upset
- From Greek: wound; to wound or pierce
  
- WHO ICD - 11 or DSM 5 – psychiatric definitions (PTSD)
- “Trauma Sensitive Schools” trainings

# Resilience

- ...the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.
- “bouncing back” from difficult experiences
- ...is not a trait that people either have or do not have. It involves behavior, thoughts and actions, that can be learned and developed
- Features:
  - Caring and supportive relationships
  - Capacity to make realistic plans and steps to carry them out
  - Positive view of self and confidence in ones abilities
  - Skills in communication and problem solving
  - Capacity to manage strong feelings and impulses
  - See problems to be solved. Not overwhelmed by them

# Resilience

- Resilience is a dynamic process that entails positive coping and successful developmental outcomes in spite of the presence of adverse conditions.
- ...the negative experience may have either a sensitizing effect or a strengthening “steeling” effect in relation to the response to later stress and adversity.
- Michael Rutter (2012)

# What Works! (No Secret)

- Strong social connections – family, caregivers, community, schools, etc.
- At least one or more “caring” individuals ((Powerful Relationships)
  - **Charismatic adult** – “an adult from whom children gather strength” (Jules Segal)
    - Can be a teacher!
- Foster a sense of belonging, caring, and connectedness
- Help make meaning out of situation (Their story)
- Meet the needs of ALL children
- Protective factors – parents, family, spiritual, good physical and mental health, no previous trauma, etc. [Iles of Competence]



# Resolution, not closure

**Provide “A Way to Move Forward with Hope”**

# Multi-Tiered System of Supports (MTSS)

## Designing Schoolwide Systems for Student Success

### Academic Instruction

Tertiary Interventions  
(for individual students)

- Assessment-based
- High Intensity

Secondary Interventions  
(for some students)

- High Efficiency
- Rapid Response

Universal Interventions  
(for all students)

- Preventive, Proactive

← 1-5%

← 5-10%

← 80-90%



→ 1-5%

→ 5-10%

→ 80-90%

### Behavioral Instruction

Tertiary Interventions  
(for individual students)

- Assessment-based
- Intense, durable procedures

Secondary Interventions  
(for some students: at-risk)

- High Efficiency
- Rapid Response

Universal Interventions  
(for all students)

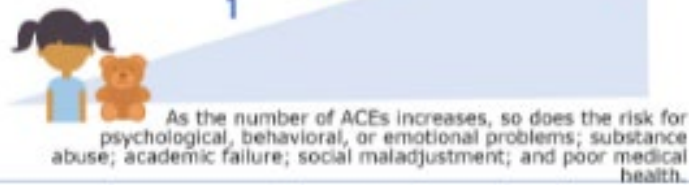
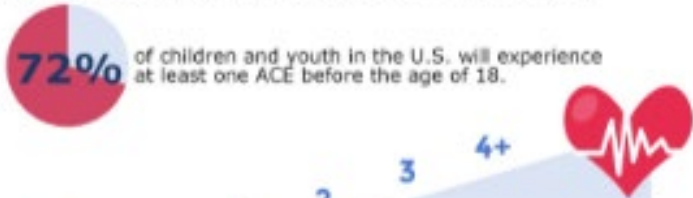
- All Settings
- Preventive, Proactive

# Adverse Childhood Experiences (ACE)

<https://www.cdc.gov/violenceprevention/acestudy/index.html>

## Adverse Childhood Experiences (ACEs)

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.



## Characteristics of Trauma-Sensitive Schools



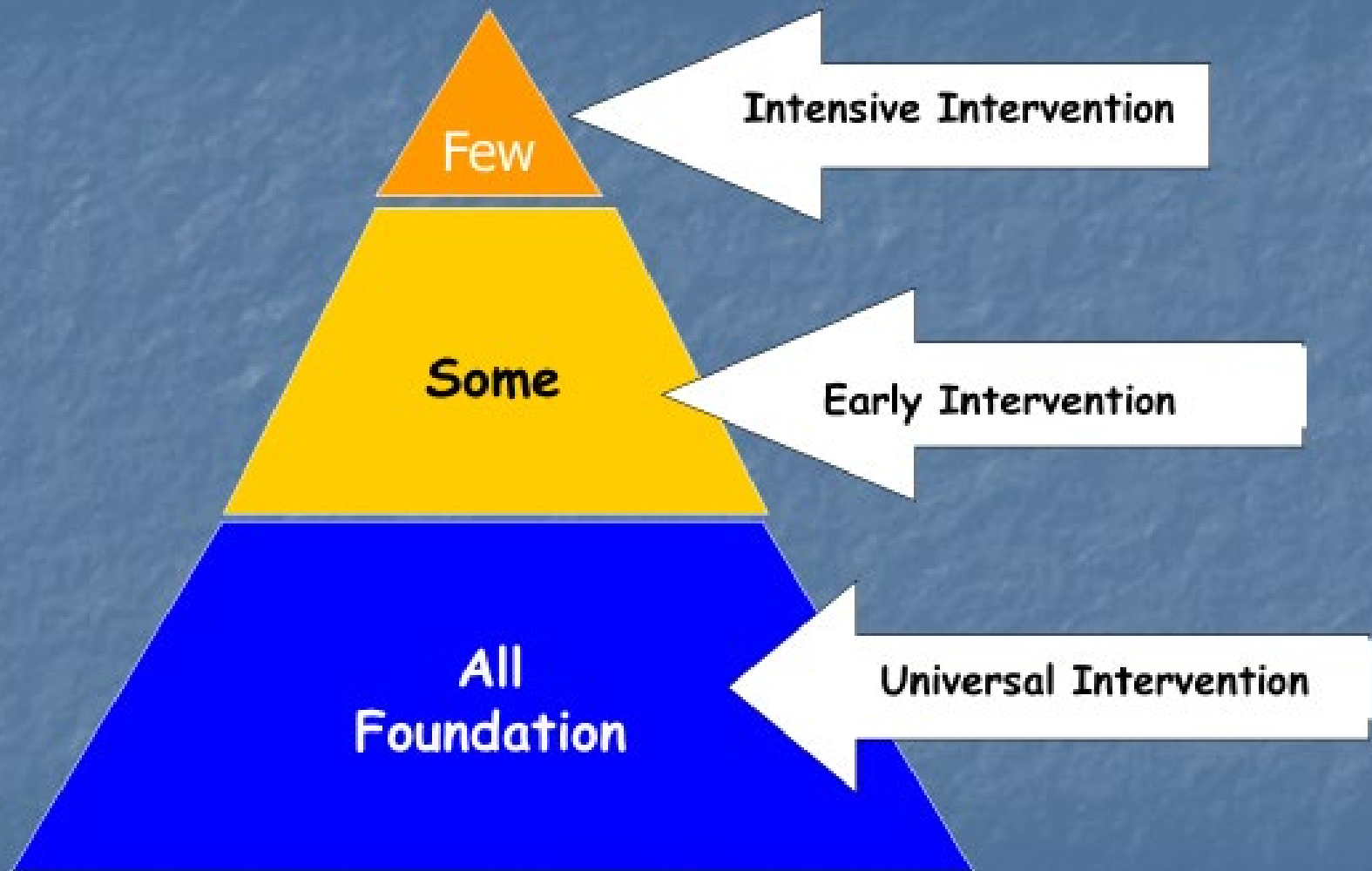
Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history.



# Dr. Robert Brooks & Dr. Sam Goldstein - Resiliency

- It is a life long journey/process – we can ALL become more resilient
- “Personal Control”
- ...main characteristic of resilient individuals is that they focus their time and energy on those situations over which they can have some impact, rather than events that are beyond their sphere of influence.
- “What is it that I can do differently to change the situation.”
  - From trauma to wellness”
- **Mindset** (Carol Dweck); **Learned Optimism** (Martin Seligman); **Self-efficacy** (Albert Bandura) and **“GRIT”** (Angela Duckworth)
- **Resilient Classrooms** – Dr. Beth Doll

# Building Blocks



# 3 Levels of Support – Big Picture

- Individual
  - Emotional Regulation
  - Goal Setting
  - Problem Solving
  - Communication skills
- Community/Regional
  - Emotional Awareness
  - Resources - Coping
- State/Country

# School Focus

- Individuals – PFA, TF-CBT
  - Classroom - CBITS
  - Building – CBITS/PFA/PREPaRE
  - District – ESPCT/PREPaRE
- 
- Support v. treatment
  - Ongoing monitoring
  - Resource development
  - Community connections

# Issues

- Training school/educational psychologists
- Level of Preparedness!
- Support v. diagnose
- Access to schools
- MTSS Model of Service Delivery – full service delivery model
- Public Health Model of service – community/country based
  - Dr. Stacy Overstreet – Psychology in the Schools [48 (7) August 2011], p.738-754



# Issues - continued

- Policies and politics – national, regional, local (e.g. refugees, immigrants, etc.)
- Long term support, possibly years
- School, Community and Government resources
- Cultures, Socioeconomic status, faith, and family history
- Do not forget to care for the caregivers
- Outreach to marginalized or disenfranchised groups; unemployment after disaster

# Those At-Risk

- War
- Refugees
- Human trafficking
- Sexual abuse/rape
- Physical/emotional abuse
- Previously traumatized
- Adverse Childhood Experiences (ACE)
- Natural disasters – earthquakes, storms, fires, etc.
- Man-Made – shootings, community violence, terrorism, etc.
- Intentional trauma = worst outcome
- Women (10.4%)v. men (5%) Kessler's (1995) study; 8% general population

# Those At- Risk - Specific

- Transitory stress – divorce, illness, etc.
- Mental health issues- anxiety, depression, etc.
- Disabilities/handicap – Special Education – lack coping skills
- Loss of loved one - parent, pet, etc.
- Preexisting trauma
- Loss of support – isolation/loneliness
- Displacement
- Loss of financial support
- Lack of MH access
- Short term v. long term need for support
- Multiple exposures to trauma

# Risk = Children Are More Likely To Be Unsuccessful Adults

## Risk

- Poverty
- Low parent education
- Marital/family dysfunction
- Poor parenting
- Child maltreatment
- Poor health
- Parental illness
- Large family

## Adult outcomes

- ***Mental illness***
- Physical illness
- Educational disability
- Delinquency
- Teen parenthood
- Financial dependence
- Unemployment
- Low social competence
- Low adult intelligence

Doll & Lyon, 1998

# Resilience = Vulnerable Children Who Become Successful Adults

## Individual

- Positive social orientation
- Friendships
- Internal locus of control
- Positive self-concept
- Achievement orientation
- Community engagement

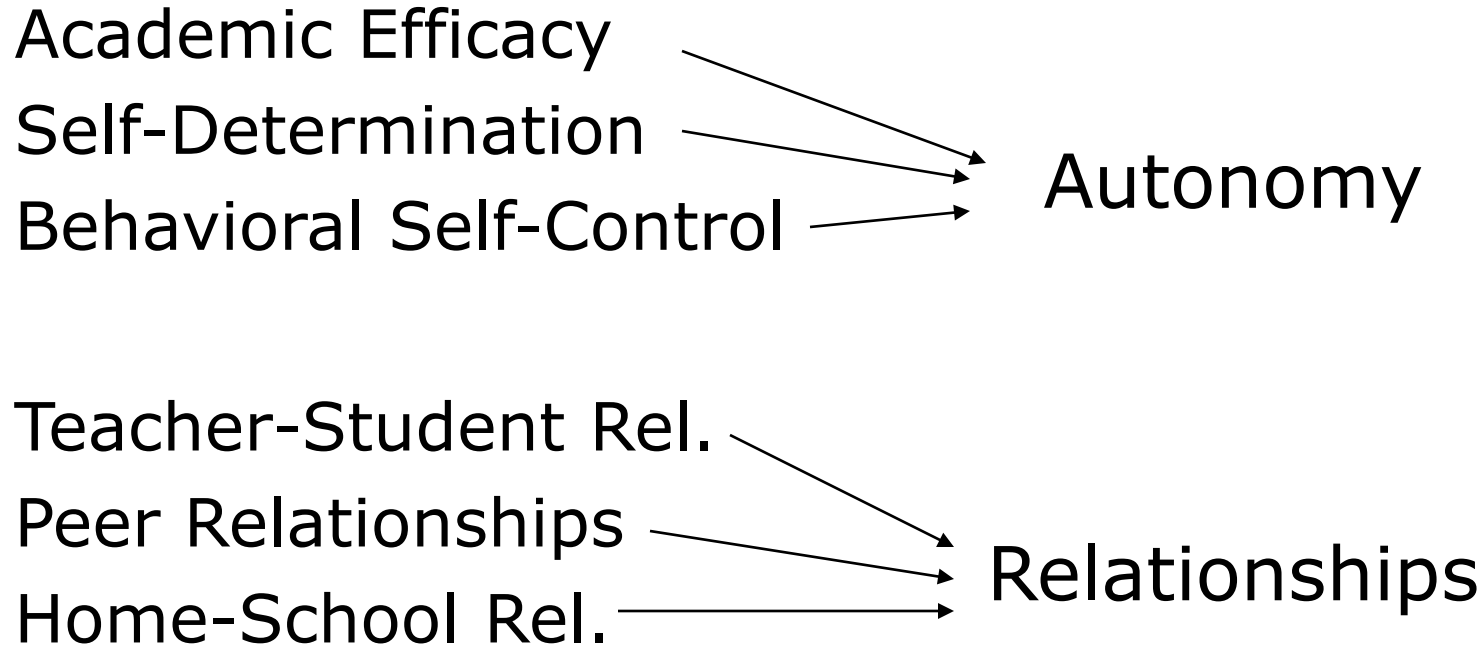
## Family & community

- Close bond with one caretaker
- Effective parenting
- Nurturing by other adults
- Positive adult models
- Connections with pro-social organizations
- Effective schools

# What we learned – Dr. Beth Doll

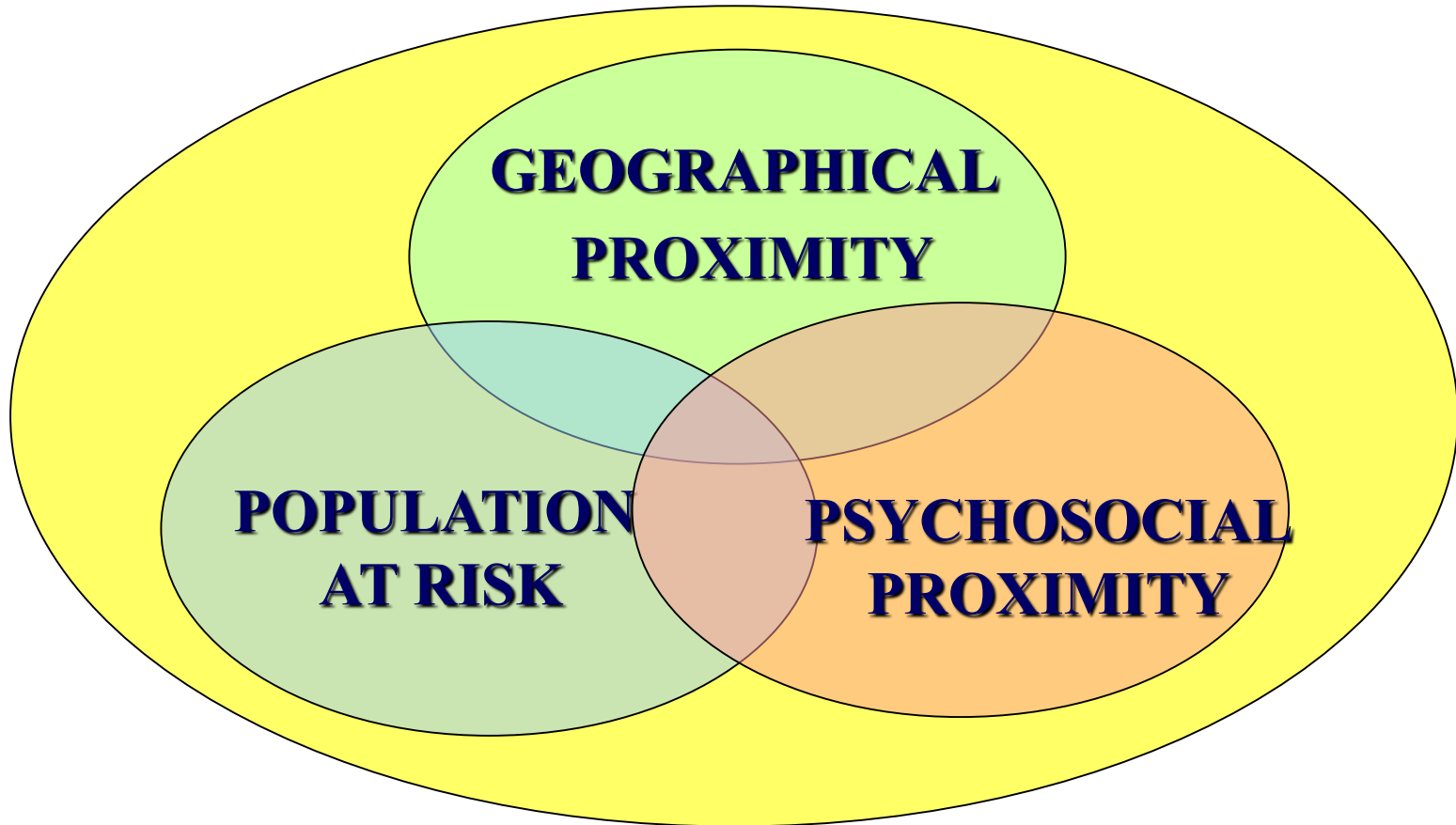
- Community / caretaker characteristics are powerful predictors of children's ultimate success or failure.
- Conditions of risk are imposed upon children by an adult world that fails to protect them from harm.
- The same risk factors can result in multiple poor outcomes, and the same outcomes can be due to multiple risk factors.
- The rate and intensity of poor outcomes increases geometrically with each additional risk factor.
- Constellations of risk are interconnected into “systemic niches” of multiple life hazards.
- Risk and resilience can be collective characteristics of communities.
  - **Schools can be resilient.**

# Resilient Schools – Dr. Beth Doll



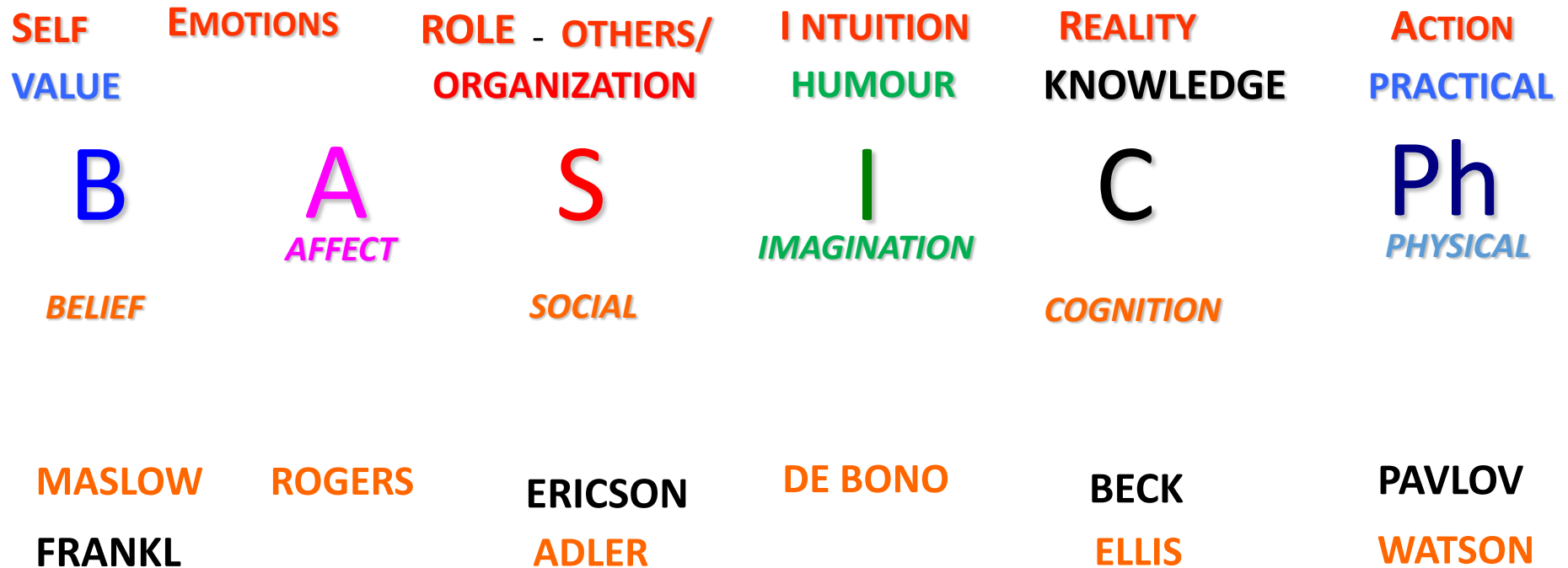
# **CIRCLES OF VULNERABILITY**

## **MAPPING BY THREE DIMENSIONS**





# THE INTEGRATIVE MODEL



# COPING with BASIC-Ph

## multi modal approach

Belief

self  
values

Affect

feelings  
emotions

Social

roles  
friend

Imagination

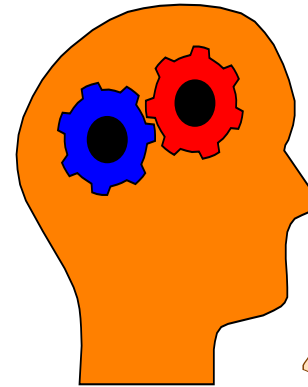
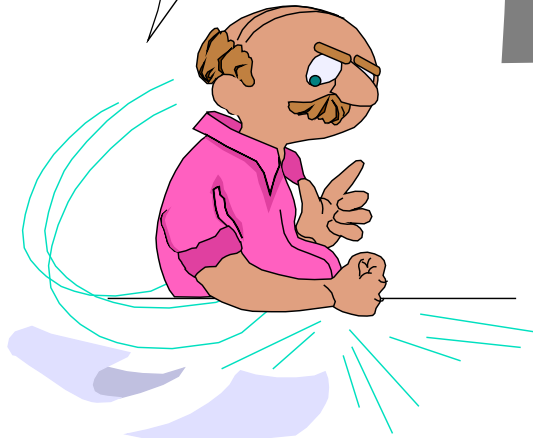
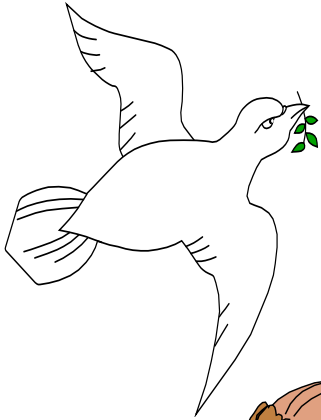
intuition  
creativity

Cognition

knowledge  
logic

Physiology

body  
activity



# 10 Ways to Build Resilience!

- Make connections
- Avoid seeing crises as insurmountable problems; learn from the past
- Accept that change is a part of living
- Move toward your goals
- Take decisive actions (Act) [Just Do It]
- Look for opportunities for self-discovery
- Nurture a positive view of yourself
- Keep things in perspective
- Maintain a hopeful outlook – be flexible
- Take care of yourself – mindfulness, health, sleep, etc.; find help

<http://www.apa.org/helpcenter/road-resilience.aspx>

# 7 Ingredients of Resilience

- Emotion awareness and control
  - Impulse control – stop and think
  - Realistic optimism
  - Flexible thinking
  - Self-efficacy
  - Empathy
  - Reaching out
- 
- NASP *Communique*' March 2010 [Handout] v38(6)

# Social Emotional Learning

- Center for Social Emotional Learning (Roger Weissberg et al.) – [www.casel.org](http://www.casel.org)
- Connect 6 – (Australia) – [www.resilientyouth.org/au](http://www.resilientyouth.org/au)
- Positive Psychology – Martin Seligman - <https://ppc.sas.upenn.edu/>
- Live Happy – <https://www.livehappy.com/podcast/inspiration/building-resilience-and-well-being-karen-reivich>
- Post Traumatic Growth? (Needs more research) – Hope focused (i. e. refugees)

# Interventions

- Must be Developmentally sensitive
- Safety AND security!
- Gardening – Bhutanese
- Music – Children of War – Kosovo
- Bibliotherapy – “Healing Days: A Guide for Kids Who have Experienced Trauma. American Psychological Association (book)
- CBITS – Classroom interventions
- Psychological First Aid (PFA)/ Skills for Psychological Recovery (SPR) [from NCTSN) [PFA = immediate; SPR = skill based to help cope with post-disaster]

# Interventions - Continued

- TF-CBT – Judith Cohen (trust and safety)
- Penn Resiliency Program  
<https://ppc.sas.upenn.edu/services/penn-resilience-training>
- See Stacy Overstreet (2011) Psychology in the Schools article
- Remove barriers to access treatment
- Spiritual/faith based support
- Psychoeducation – social media, TV, etc.
- Not “why me?” but “what can I do to deal effectively with the situation.”

# Caring for Caregivers!

- Psychological First Aid (PFA)
- Compassion Fatigue
- Active Coping
- Activate Support
- Remember Maslow!



# The Fish, The Fishbowl, or Both



**Who is ensuring the clean water?**  
**Protection from predators?**  
**Companionship?**  
**Has the fish been traumatized?**  
**What can we do to ensure the fish will thrive?**

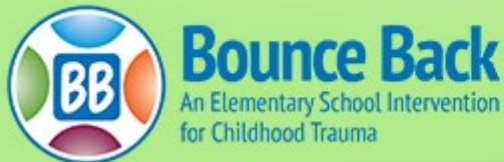
It's like goldfish. You can't fix the fish until you clean the water



40 Developmental Assets  
[www.search-institute.com](http://www.search-institute.com)



Programs to  
Promote Resiliency



# Resources

- National Association of School Psychologists (NASP) – [www.nasponline.org](http://www.nasponline.org)
  - Safe, Supportive and Positive School Environments
  - A Framework for Safe and Successful Schools
- The National Child Traumatic Stress Network – [www.nctsn.org](http://www.nctsn.org)
- PREPaRE – NASP
- ESPCT – ISPA [www.espct.eu](http://www.espct.eu)
- Psychological First Aid – (Wong) Listen, Protect, Connect – [www.ready.gov](http://www.ready.gov)
- CBIT – Cognitive Behavior Interventions for Trauma
- TF-CBT - Trauma Focused Cognitive Behavior Therapy
- Bounce Back - <https://bouncebackprogram.org/> [ages 5-11] younger version of CBITS
- 40 Developmental Assets (strength based) - [www.search-institute.com](http://www.search-institute.com)
- EMDR – Shapiro
- [www.Stopbullying.gov](http://www.Stopbullying.gov)
- Journal - *Psychology in the Schools* (Special Issue) – Resilience in Schools v48(7), p. 649-765

# Resources

- Osofsky, J. D., Stepka, P. T., and King, L. S. (2017). *Treating infants and young children impacted by trauma*. Washington, D.C.: American Psychological Association
- Cohen, J. A., Mannarino, A. P., Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents, Second edition*. New York: Guilford Press.
- Community Advancing Resilience Toolkit Assessment Survey (free from Pfefferbaum, R. L. et al.) {on NCTSN}
- Adelman, H. & Taylor, L. School Mental Health Project (<http://smhp.psych.ucla.edu>) (Search: trauma or resilience)