

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



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

# The Problem We Know

# Adverse Childhood Experiences (ACEs)

## Neglect



Physical



Emotional



Sexual

## Abuse



Physical



Emotional

## Family Challenges



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

# The Higher the ACE Score the Greater the Risk of..



**Substance Abuse**



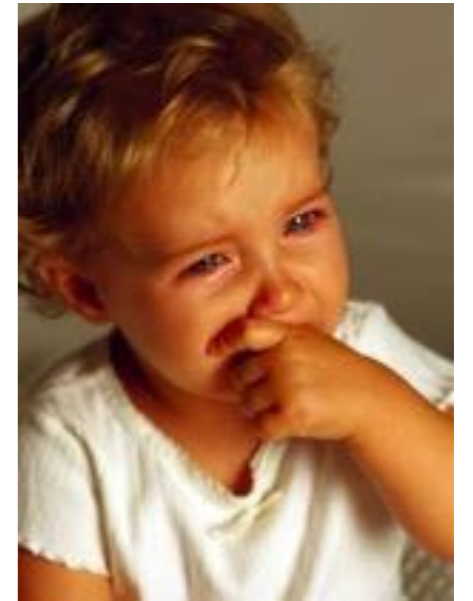
**Mental Health**



**Delinquency**



**Domestic Violence**



**Child Welfare**



**Obesity**



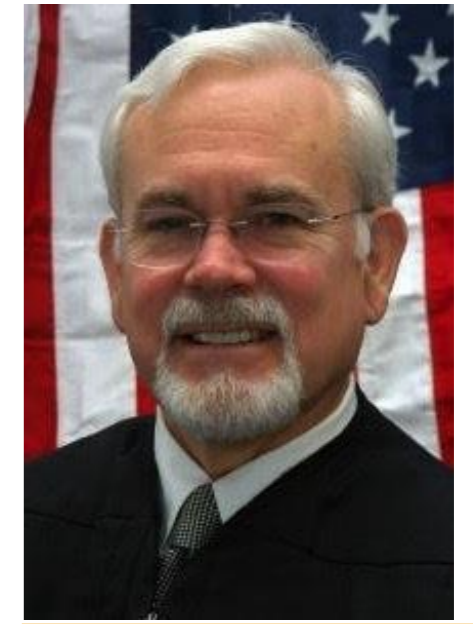
**Smoking**



**Drinking**



**Poor Health**

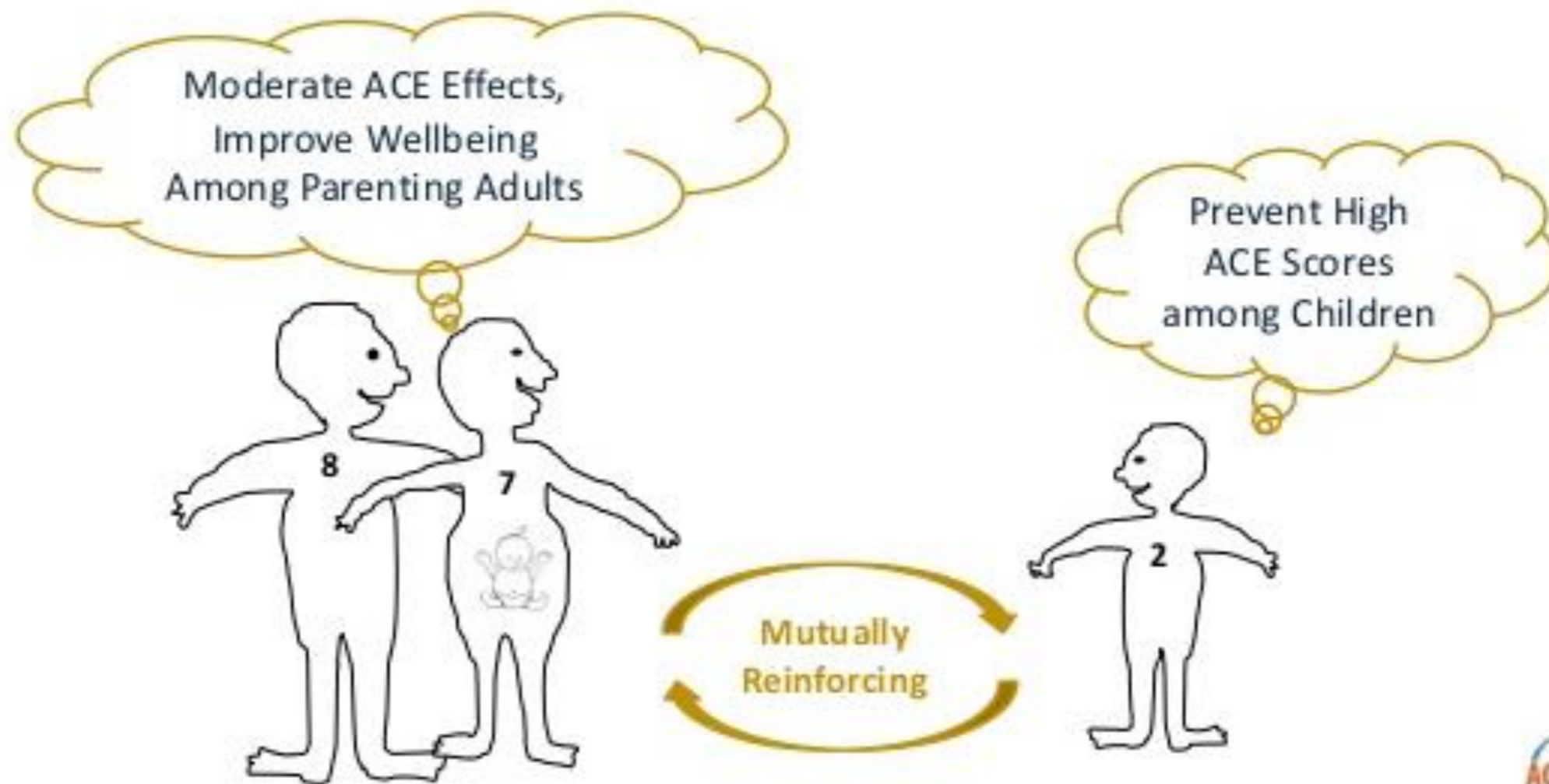


**Court Involvement**



# Creating the Virtuous Cycle

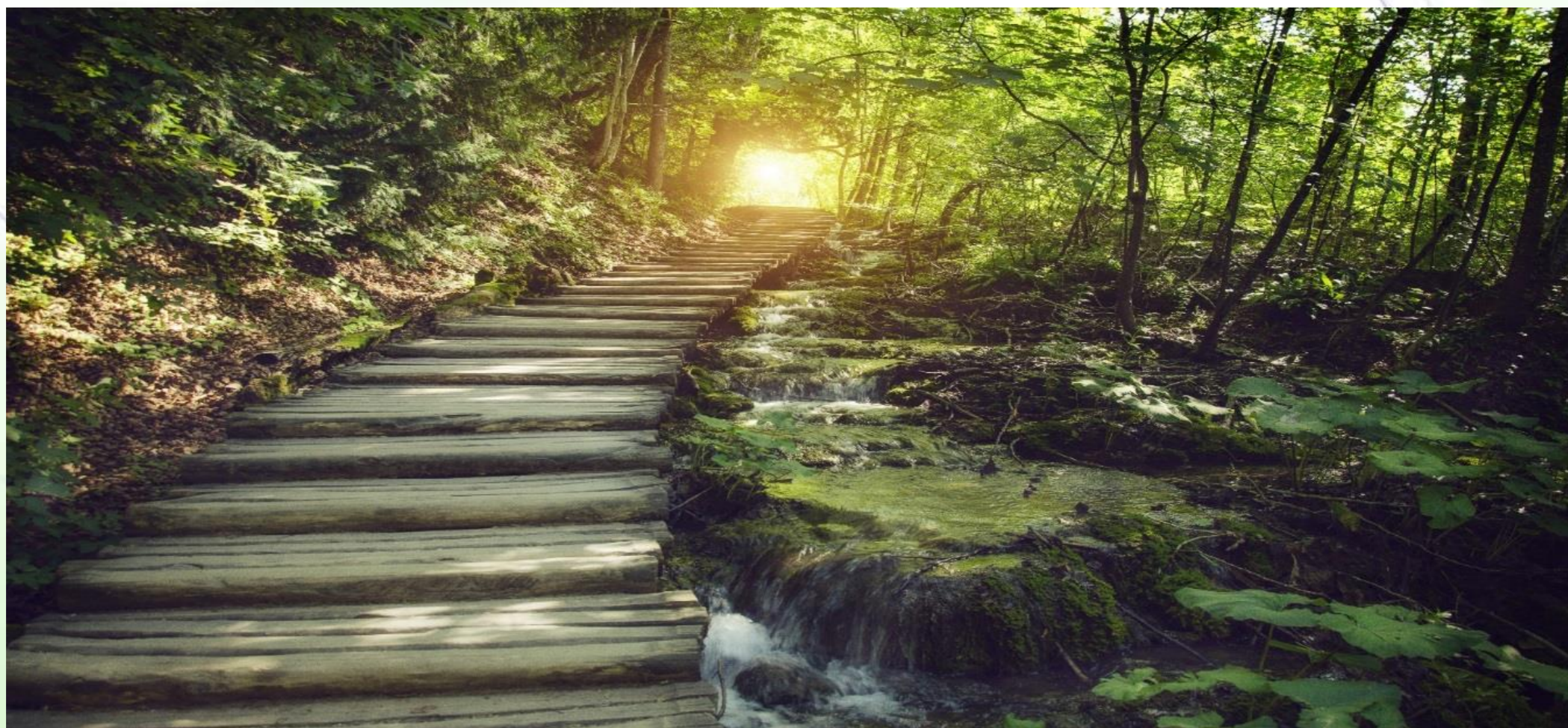
## Promote Virtuous Cycle of Health



# 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/>







<https://dev.thebrainarchitecturegame.com/>

# **THE BRAIN ARCHITECTURE GAME**

The slide features a background with a blue-to-green gradient at the top and bottom, and a white central area with light green and purple curved accents. The title is centered in a bold, black, serif font.

# **RESILIENCE ACTION PLANNING**



**MEET OUR CLIENT  
“ZACH”**

# 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 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.”*

# **ROLE PLAY**

**WHAT WORKED?**

**WHAT WAS CHALLENGING?  
NEED TO UNDERSTAND  
MORE?**

# BRAIN TEACHING

## Dr. Siegel's Handy Model (2012)

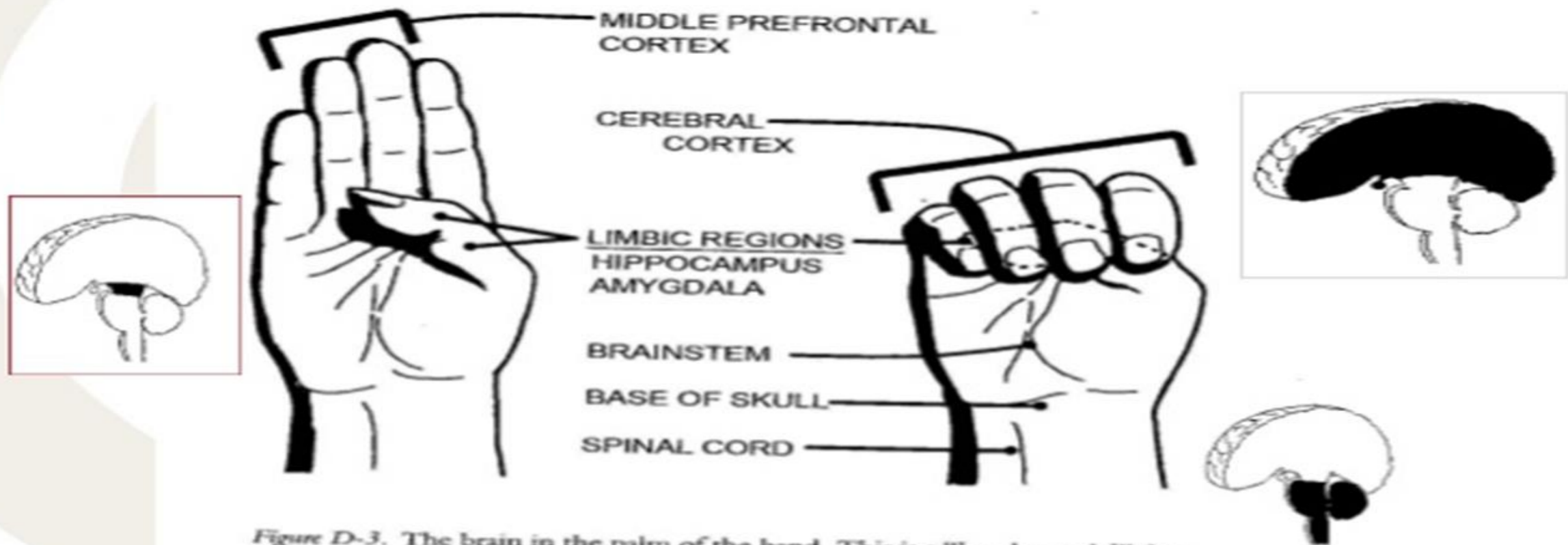


Figure D-3. The brain in the palm of the hand. This is a "handy model" that depicts the major regions of the brain: cerebral cortex in the fingers, limbic area in the thumb, and brainstem in the palm. The spinal cord is represented in the wrist. Please see text for explanation. Copyright © 2012 by Mind 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



# 42 Ways to Build Resilience

(Taken from the Resilience Trumps ACEs Poster and Card Games  
Developed in Walla Walla, [www.ResiliencetrumpsACEs.org](http://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**

# Practice

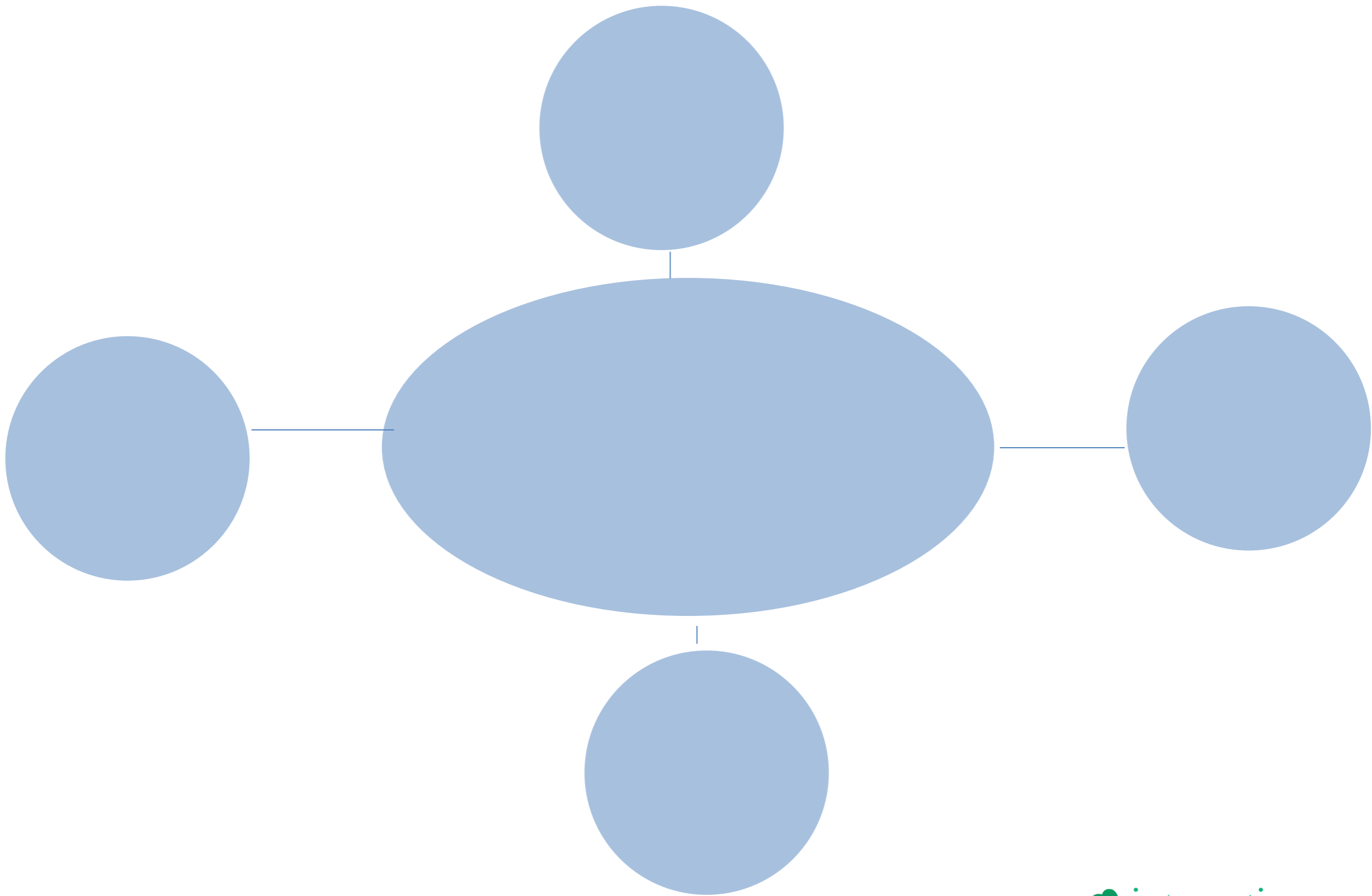


- What worked?
- What was hard?

# 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



# Practice/Role Play



- What worked?
- What was hard?



# Building Motivation



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)
<b>1. Sense of necessity</b> <ul style="list-style-type: none"> <li>Expresses desire for change</li> <li>Feels sense of urgency</li> </ul>					
<b>2. Readiness for anxiety</b> <ul style="list-style-type: none"> <li>Openness to experience</li> <li>Likely to take risks</li> </ul>					
<b>3. Awareness</b> <ul style="list-style-type: none"> <li>Able to identify problems</li> <li>Identifies thoughts, feelings</li> </ul>					
<b>4. Confronting the problem</b> <ul style="list-style-type: none"> <li>Courageously faces problems</li> <li>Sustained attention to issues</li> </ul>					
<b>5. Effort or will toward change</b> <ul style="list-style-type: none"> <li>Eagerly does homework</li> <li>High energy; active cooperation</li> </ul>					
<b>6. Hope for change</b> <ul style="list-style-type: none"> <li>Positive outlook; open to future</li> <li>High coping; therapeutic humor</li> </ul>					
<b>7. Social support for change</b> <ul style="list-style-type: none"> <li>Wide network of friends and family</li> <li>Many confiding relationships</li> </ul>					
<p><b>Total score =</b></p> <p style="text-align: center;"><b>Scoring guide</b></p> <p>0-6: Change unlikely. Educate client on change. Focus on precursors with lowest ratings.</p> <p>7-14: Change limited or erratic. Educate client and focus on precursors with lowest ratings.</p> <p>15-21: Change is steady and noticeable. Use the lowest rated precursors to stay on track.</p> <p>22-28: Highly motivated to inspired client. Change occurs easily. Standard approaches work well.</p> <p>Scoring is intended only as a general guide to a complex process. Some precursors may be more potent.</p>					



# STEP FOUR:

## Supplemental Info Sheet

# Hints at Skills and Connection to Trauma

<b>Event Type</b>	<b>Related Resilient Skills That May Be Helpful</b>
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

# 42 Ways to Build Resilience

(Taken from the Resilience Trumps ACEs Poster and Card Games  
Developed in Walla Walla, [www.ResiliencetrumpsACEs.org](http://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**



# Action Planning with Client



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

# Making an Action Plan



- 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

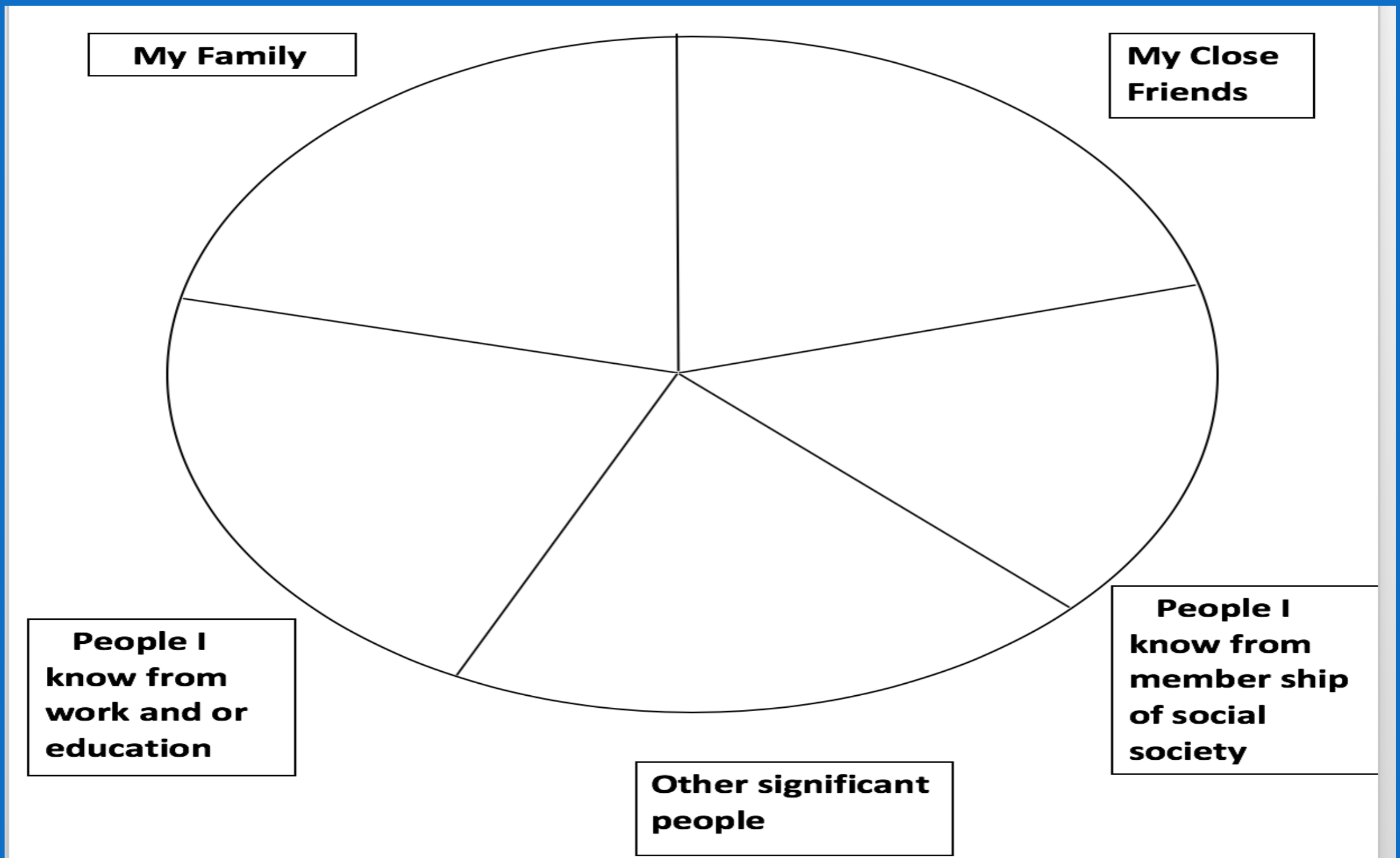
# Expanding to Resilience

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

# Practice coming up with some action planning goals with resilience

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

# Social Support Network



# Closing with Resilience

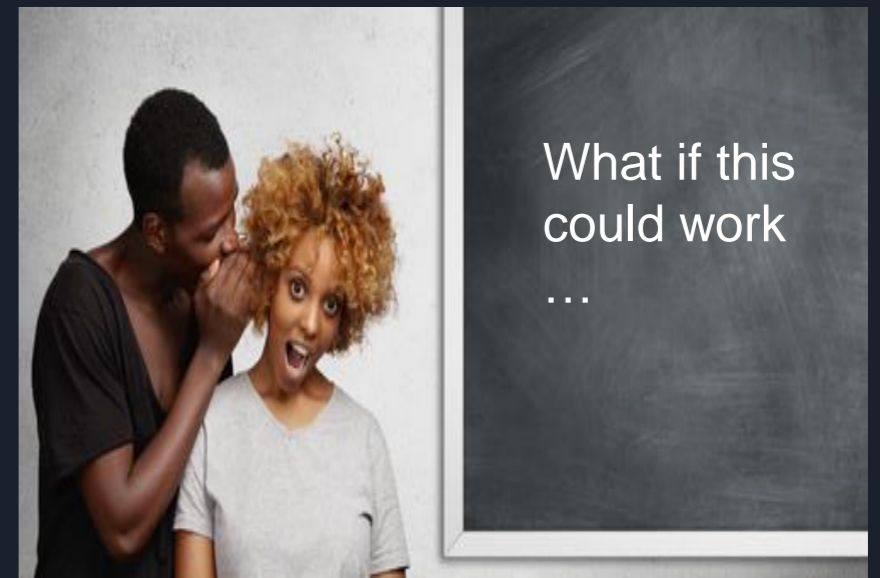
- Talk me be about the best things that have ever happened you
- Make the list of good things
  - Time you felt happy
  - Time you felt excited
  - Time when you felt supported by a caring adult

# Practice

---

- What worked?
- What was hard?

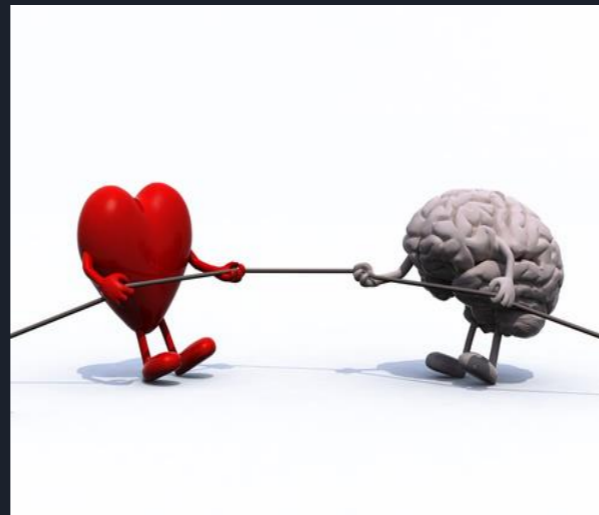
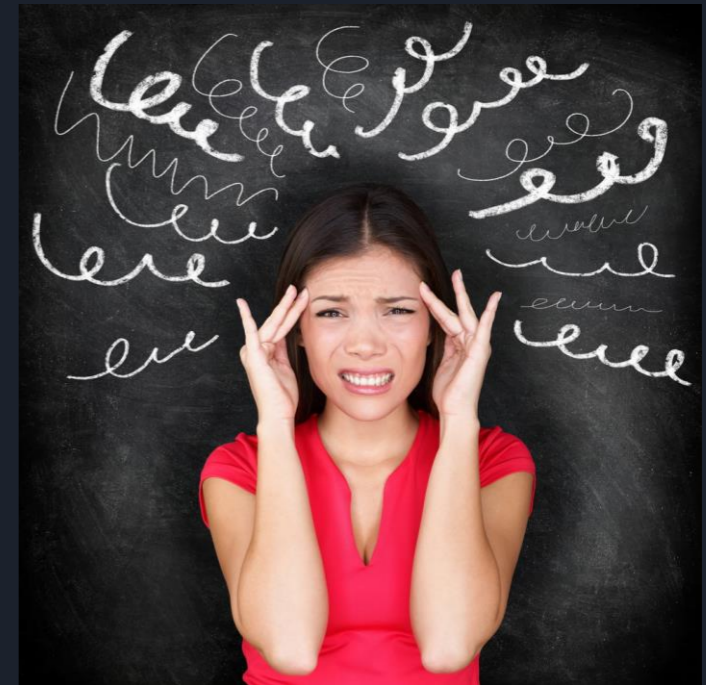
# So we are hoping we have created this ...



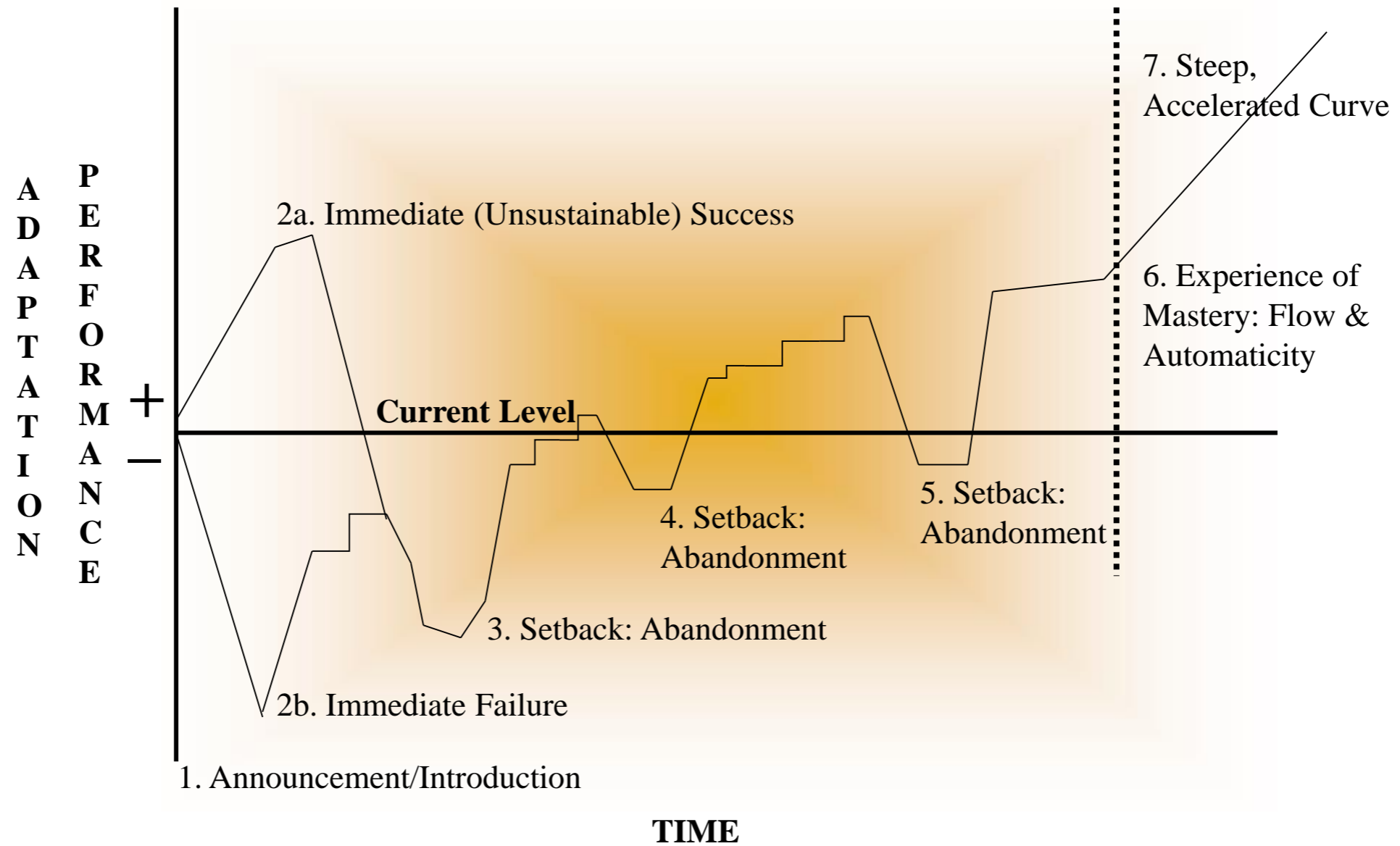


But maybe when you think about implementation it feel like

....



# CHANGE/LEARNING/DEVELOPMENT CURVE



# Is it Possible?



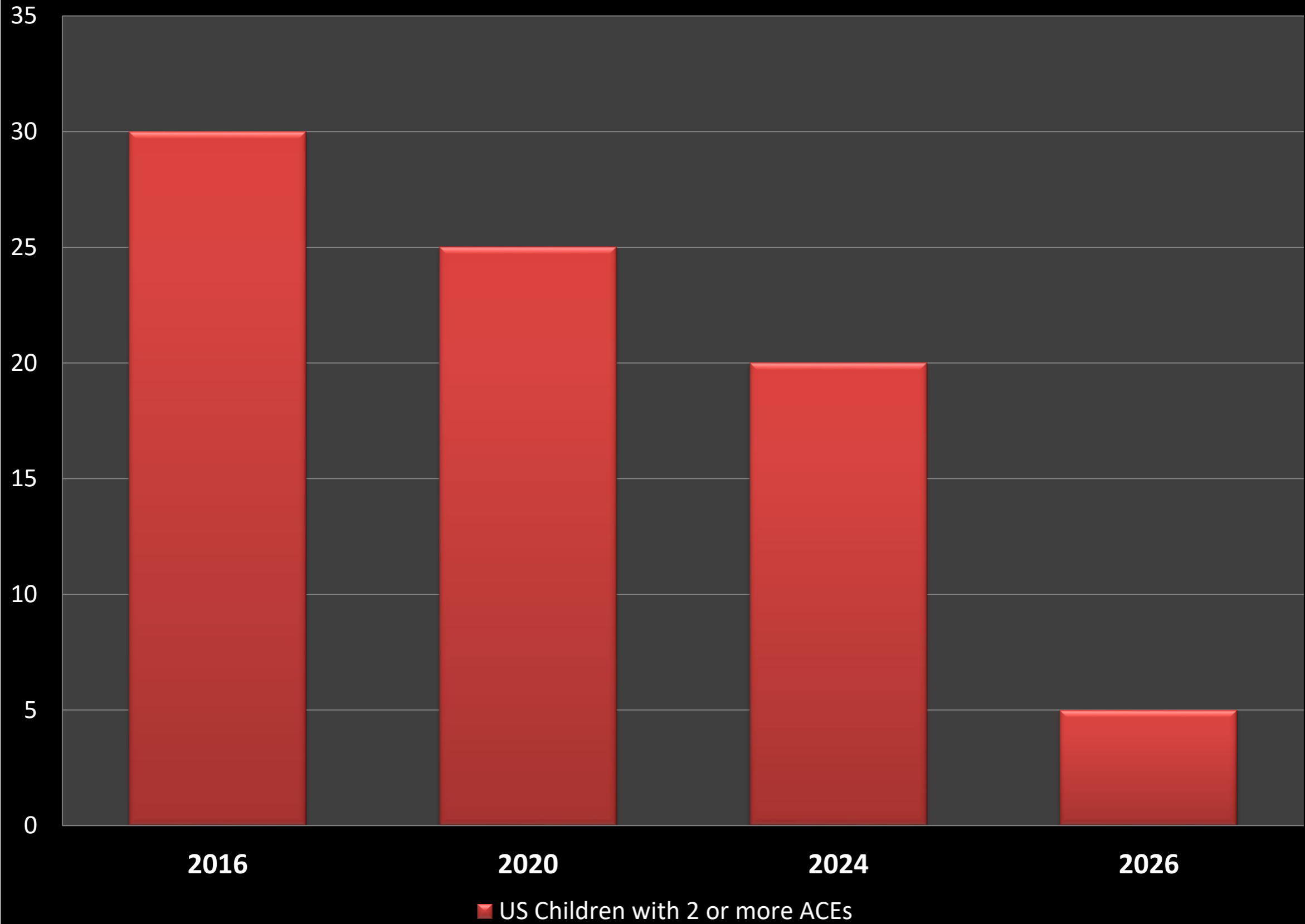


# Where can we go together?

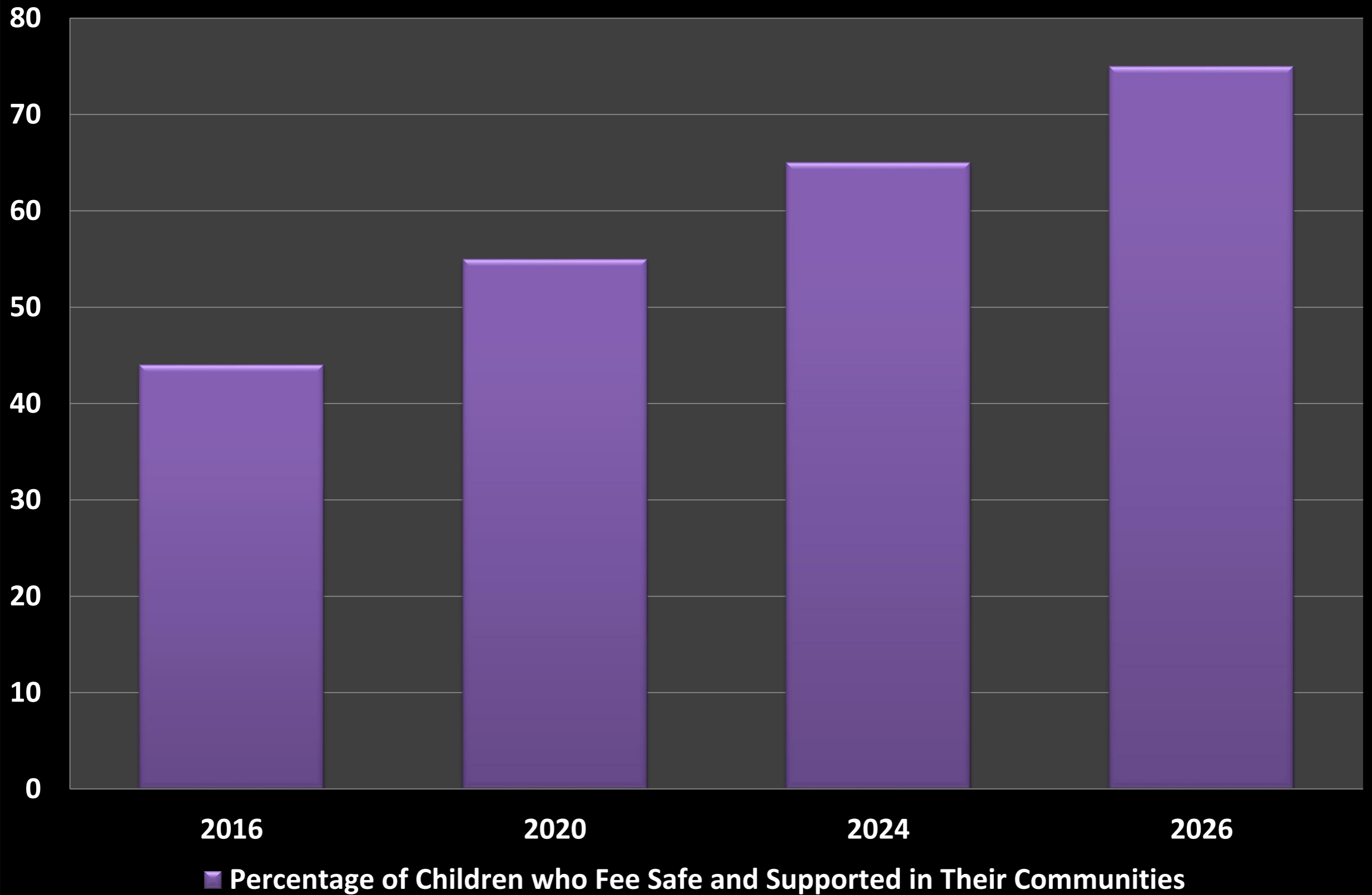


WELCOME  
TO  
Fredericksburg  
We are proud to be a  
THRIVING AND RESILIENT CITY

# Children in the US with 2 or More ACEs

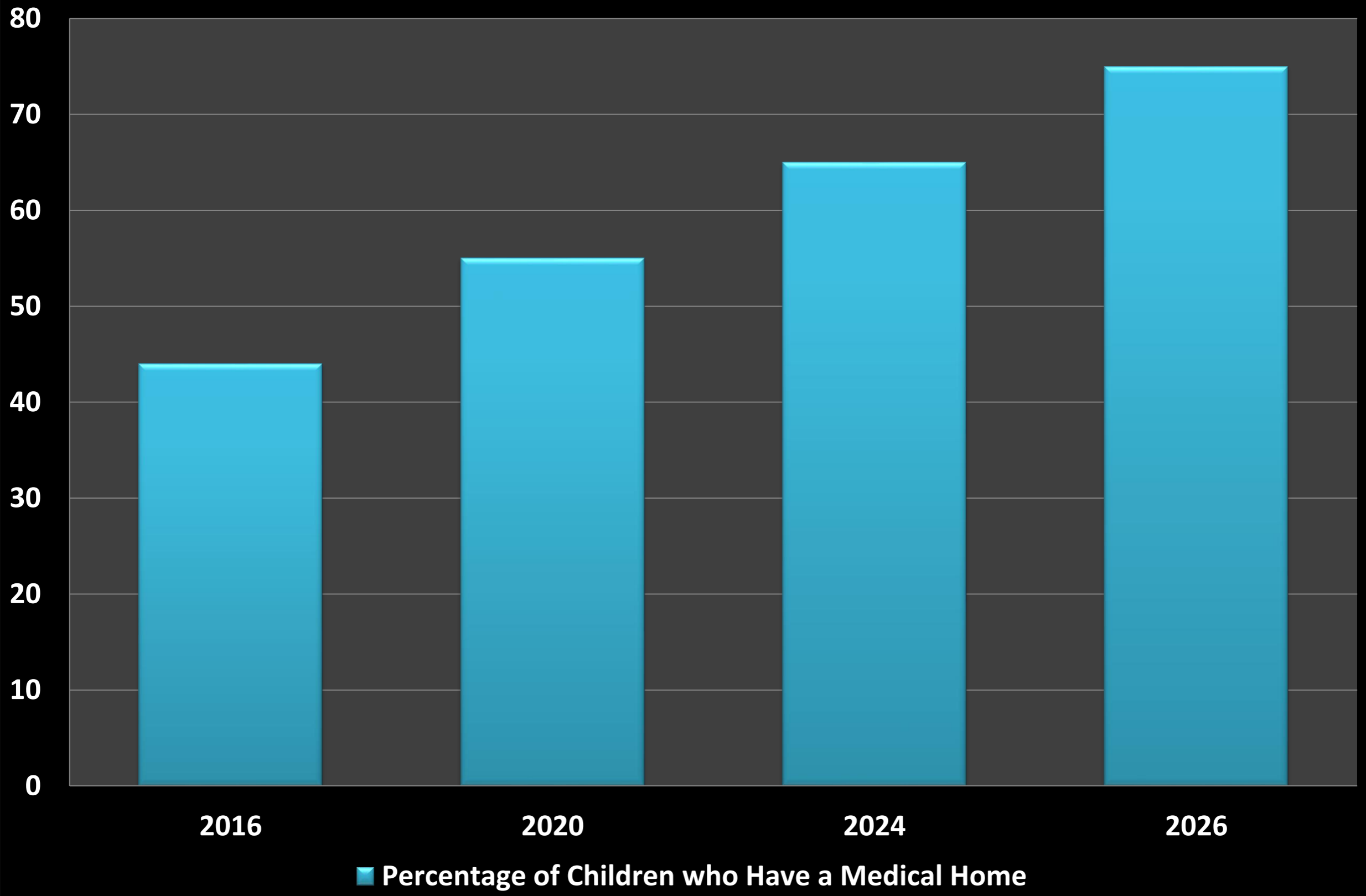


# Feeling Safe and Supported in Your Community can prevent and reduce ACEs





# Having a Medical Home can prevent and reduce ACEs





**ALL 50 STATES NOW  
COLLECT ACE DATA**

**MINIMUM  
WAGE RAISED  
TO BE A LIVING  
WAGE**

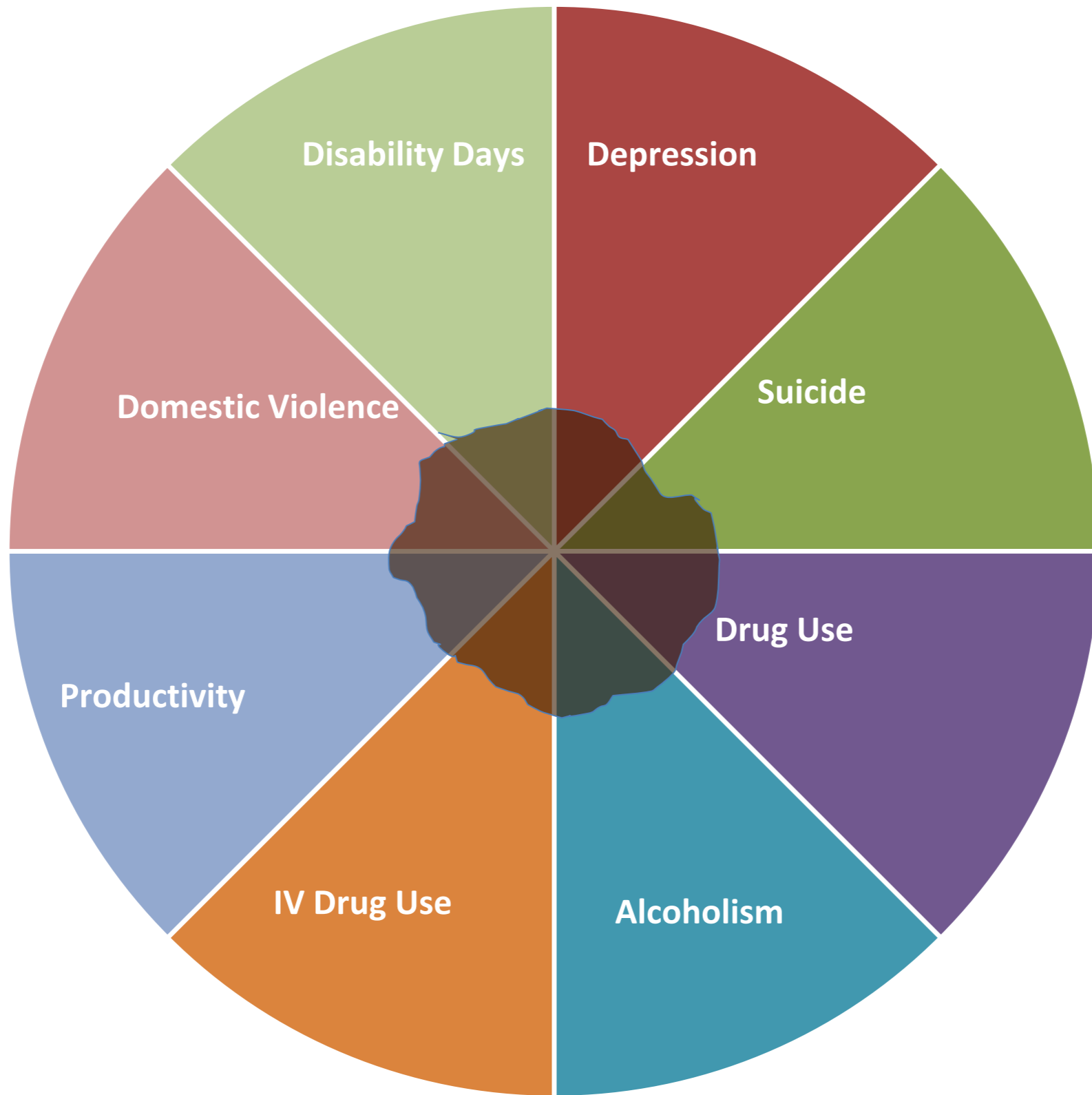
**AVERAGE ACE SCORE A 2**

**SHOCK**

**RESILIENCE**

**SAFE GREEN SPACES  
IN EVERY CITY**

**TRAUMA INFORMED  
MENTAL HEALTH BILL PASSES**



# Thank You

Dr. Allison Sampson-Jackson,  
LCSW, CSOTP

Integration Solutions, Inc.

[www.integrationsolutions.org](http://www.integrationsolutions.org)

804-432-0056

## Liked our Presentation?



Like our page  
Integration  
Solutions



integration\_solutions

# **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)

# Defining Shame

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



# 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

# 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?

