

Rebuilding the Foundation

Materials needed:

- *Rebuilding the Foundation* handout
- Domains handout
- Cardboard building blocks
- Joshua vignette
- Post-it notes

Directions:

In your small group, please read the *Rebuilding the Foundations* and Domains handouts, and become familiar with the building blocks. Then read the Joshua vignette. For each block of the “foundation” choose a strategy you would use to work with Joshua in the classroom, and write it on a post-it. Be prepared to describe each block and what it represents to the larger group, build the foundation with the blocks, and report out (attaching your post-it to the corresponding block) the chosen strategy that relates to each block.

*** * * * Remember to take care of yourself. Vicarious trauma is real. * * * ***

Created by Preneka Burnham, M.S Ed

Adapted from ARC (Attachment, Self-Regulation, and Competency)
Trauma Center at Justice Resource Institute

Domain 1: Attachment

Goal: To create a safe environment that supports youth in meeting developmental, emotional, and relational needs.

Principles	Considerations	Strategies
Build adult capacity to manage affect	Triggers Intensity of youth's affect Adult's trauma history	Self- monitoring skills Affect regulation skills Trauma training Supports
Build adult-youth attunement	Youth's difficulty with effectively communicating Using maladaptive behavior to communicate unmet need or unregulated affect Adult responds to distress symptom rather than underlying emotion or need	Identifying triggers Recognizing trauma response Reflective listening skills Relationship building
Build consistency in adult's response to youth's behavior	Predictability Safety Unintended results of praise Reduce need to exert control	Cognitive behavior training Focusing on strengths Focus on building success
Build routines and rituals	Transitions Structure	Predictable activities and timeframes Allow for flexibility Check-in

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Domain 2: Self-Regulation

Goal: Work with youth to build the ability to safely and effectively identify, access, modulate, and share emotional experiences.

Principles	Considerations	Strategies
<p>Build youth ability to identify emotions</p>	<p>Traumatic stress Disconnecting Lack of awareness</p>	<p>Build feelings vocabulary</p> <p>Normalize emotions</p> <p>Use reflective listening skills</p> <p>Tune in to signs of affect</p>
<p>Build youth ability to modulate emotional experiences</p>	<p>Feeling overwhelmed</p> <p>Physiological responses</p> <p>Early attachment experiences</p> <p>Reliance on control</p>	<p>Mirror behaviors</p> <p>Help youth to connect body, thought, behavior</p> <p>Contextualize emotions to internal and external factors</p> <p>Breathing, muscle relaxation, stretching</p> <p>Visualization</p>
<p>Build youth ability to effectively communicate and express emotional experiences</p>	<p>Limited coping skills</p> <p>Limited problem-solving skills</p> <p>Limited communication skills</p> <p>Shame and secrecy</p> <p>Vulnerability</p>	<p>Teach feeling signals</p> <p>Be present, be available</p> <p>Journaling, movement</p> <p>Verbal and non-verbal communication skills</p>

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Domain 3: Competency

Goal: Help youth to build the foundational skills needed for healthy ongoing development and resiliency.

Principles	Considerations	Strategies
<p>Build youth executive function skills</p>	<p>Ability to delay response</p> <p>Decision-making skills</p> <p>Ability to anticipate consequences</p> <p>Ability to evaluate outcomes</p> <p>Ability to generate alternative solutions</p> <p>Development of the prefrontal cortex</p> <p>Overactive limbic system responses</p>	<p>Identify there is a problem (the youth is not the problem)</p> <p>Brainstorm solutions</p> <p>Offer choices</p> <p>Teach problem-solving steps</p>
<p>Youth self-development and identify</p>	<p>Internalization of negative experiences</p> <p>Cognitive distortions</p> <p>Lack of exploration</p>	<p>Help youth identify personal attributes</p> <p>Help youth to build internal resources</p> <p>Help youth to build connections between current realities and future possibilities</p>

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Domain 4: Self-Efficacy

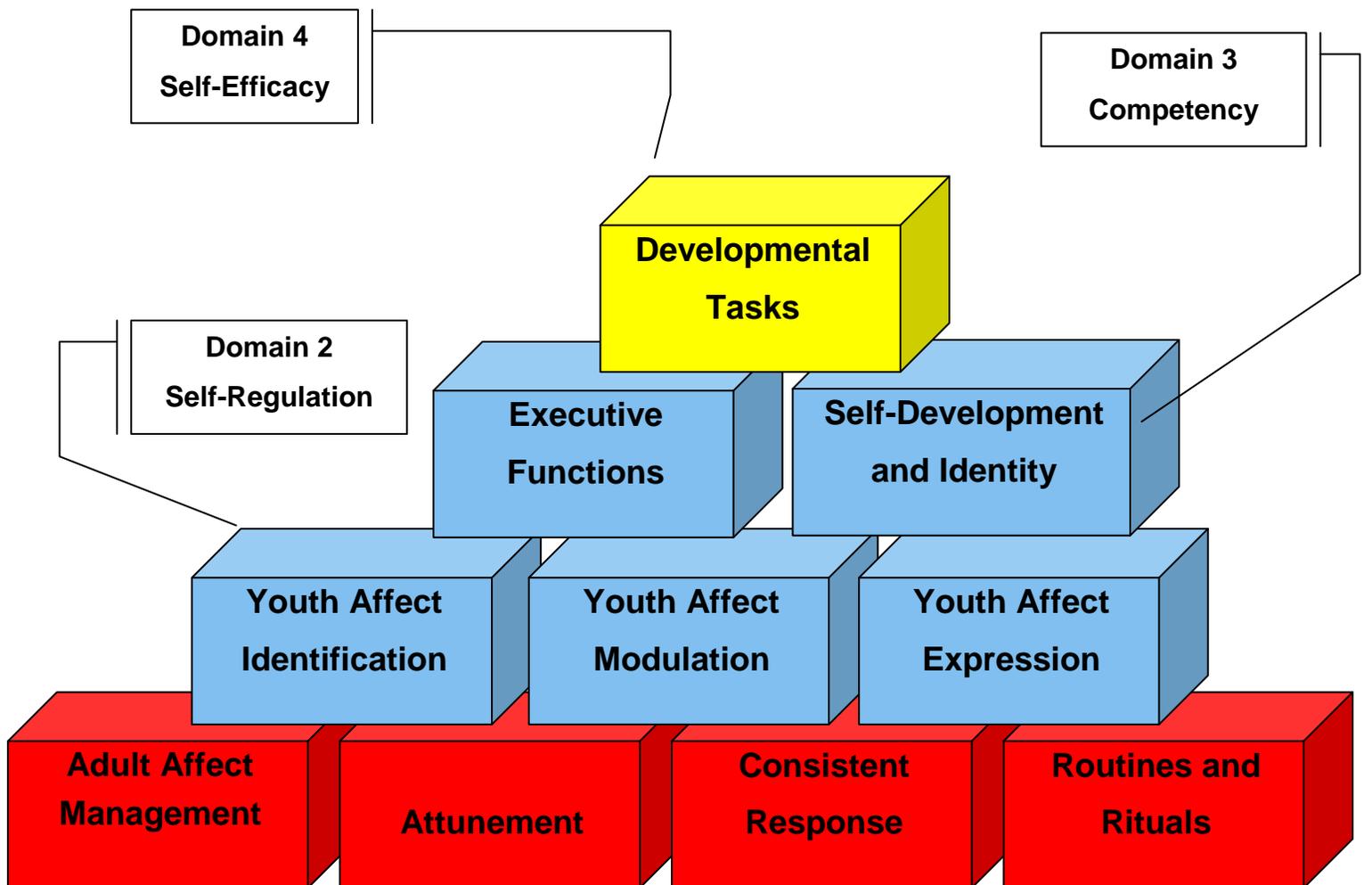
Goal: Help youth develop strength in one’s own ability to complete tasks and reach goals. This includes the ability to persist, face challenges competently, and make positive choices.

Principles	Considerations	Strategies
<p>Support youth’s ability to build competencies across domains</p>	<p>Cognitive skills</p> <p>Interpersonal skills</p> <p>Emotional intelligence</p>	<p>Assess competencies for stages of development</p> <p>Increase learning readiness (explore, practice)</p> <p>Emphasize intrinsic motivation</p> <p>Balance praise vs encouragement</p> <p>Create a support network that includes home, community, and school</p> <p>Increase personal responsibility according to age-appropriateness</p> <p>Establish expectations and goals</p>

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Domain 1
Attachment