

Behaviors on Fire:

Creating Behavior Change in Students through Groups



Kendra McLaughlin, Ph.D., LPC-S

OBJECTIVES

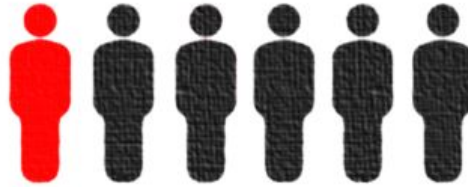
- Learn how trauma and adversity impact student relationships, regulation, and behavior
- Learn the Nurture Group format
- Learn how Nurture Groups address developmental deficits
- Participate in a Nurture Group
- Planning and development of Nurture Group lessons



What is Trauma?



Traumatic event
before age 4



Mental/Behavioral/
Developmental diagnosis
by ages 2-8



Traumatic event
before age 16

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

Poverty

Bullying

Incarcerated
Relative

Collective Trauma

Divorce

Death of a Loved
One

Domestic
Violence in Home

Forced
Displacement

Physical/
Emotional/
Sexual Abuse

Neglect

Substance Use in
Home

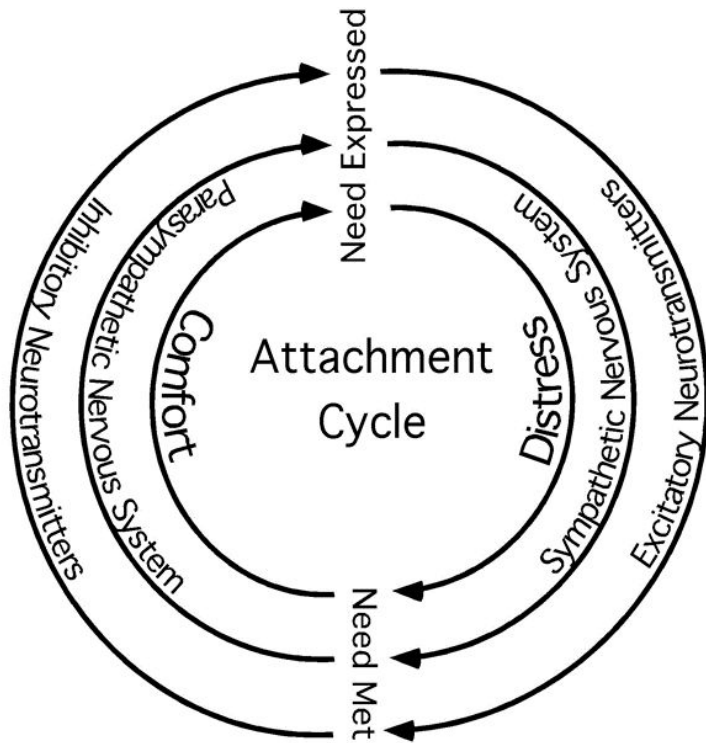
In-Utero/
Developmental
Trauma

Medical Trauma

Family Mental
Illness

Life Threatening
Event

Generational
Trauma/
Epigenetics



2-3 yrs.
Behavioral Dysregulation

4-6 yrs.
ADD/HD Symptoms

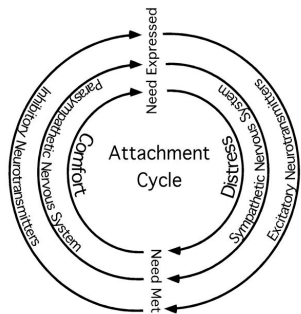
8-10 yrs.
Depression/Anxiety (Agitated Dep./Agg.)

12+ yrs.
Bipolar Disorder (Beh./Emot. Disintegration)

Trajectory of Mental Illness



Relationships Regulation Behavior



CHILDHOOD ATTACHMENT STYLES

Secure Avoidant Ambivalent Disorganized

Content, engaged in tasks, comfortable with intimacy, self sufficient, capable of trust, positive view of themselves and others, resilient

Self reliant, avoid or leave during conflict, positive view of self, negative view of others, overly independent, can seem distant

Emotional, clingy, seeks excessive intimacy, seeks constant reassurance, fearful of losing the relationship, dependent on others, negative view of self

Wants intimacy, but fears it, expects to be hurt, fear of rejection, negative view of self, negative view of others, low self esteem, angry, difficulty making friends, finds it hard to follow directions



"They will be there for me when I need them"



"I don't need them"

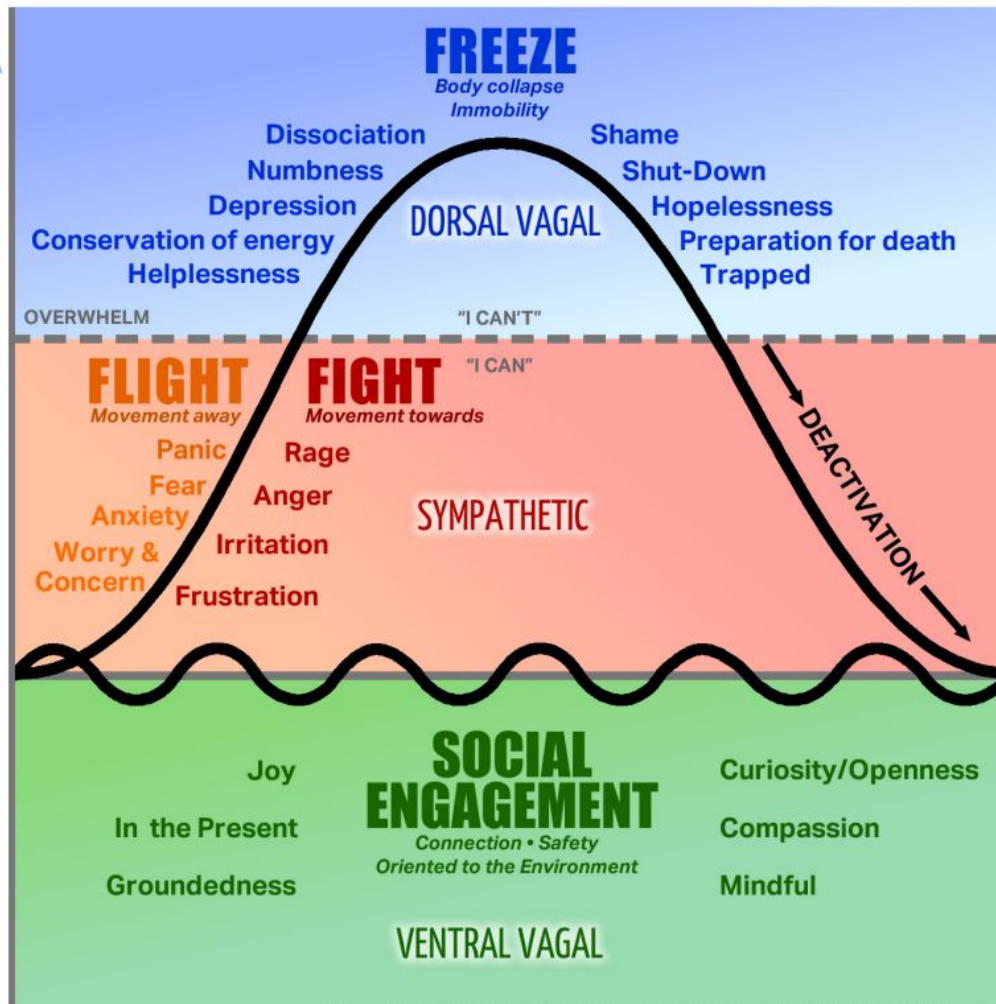
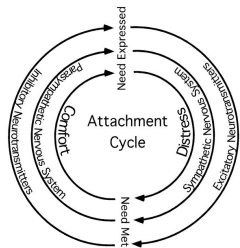


"They will leave me"



"No one can love me. There is something wrong with me."





Adapted by Ruby Jo Walker from: Cheryl Sanders, Steve Hoskinson, Steven Porges and Peter Levine

PARASYMPATHETIC NERVOUS SYSTEM DORSAL VAGAL - EMERGENCY STATE

Increases

Fuel storage & insulin activity
Endorphins that help numb and raise the pain threshold.

Decreases

Heart Rate • Blood Pressure
Temperature • Muscle Tone
Facial Expressions • Eye Contact
Intonations • Awareness of the Human Voice • Social Behavior • Sexual Responses • Immune Response

- Lack of Energy
- Exhausted, Slow, Tired, Dissociating
- Blank, Checked-out, Trances, Feeling Numb
- "I give up"

SYMPATHETIC NERVOUS SYSTEM

Increases

Blood Pressure • Heart Rate
Fuel Availability • Adrenaline
Oxygen circulation to vital organs
Blood Clotting • Pupil Size

Decreases

Fuel Storage • Insulin Activity
Digestion • Salivation
Relational Ability
Immune Response

- Too much energy
- Yelling, Defiance, Pacing, Hyperalert, Run Away, Uncomfortable
- Can't Register Consequences
- "I don't care"

PARASYMPATHETIC NERVOUS SYSTEM VENTRAL VAGAL

Increases

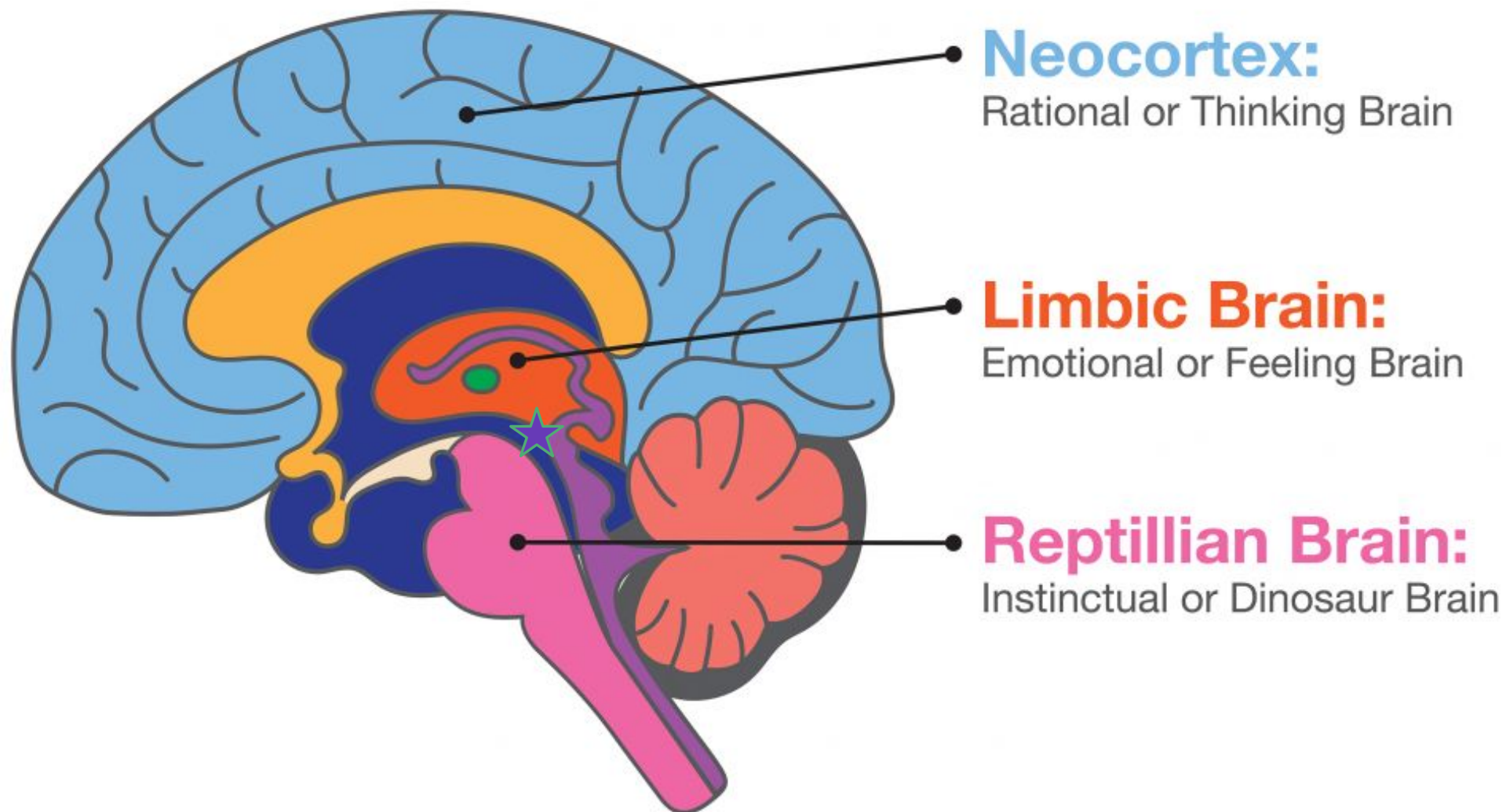
Digestion • Intestinal Motility
Resistance to Infection
Immune Response
Rest and Recuperation
Circulation to non-vital organs (skin, extremities)
Oxytocin (neuromodulator involved in social bonds that allows immobility without fear)
Ability to Relate and Connect

Decreases

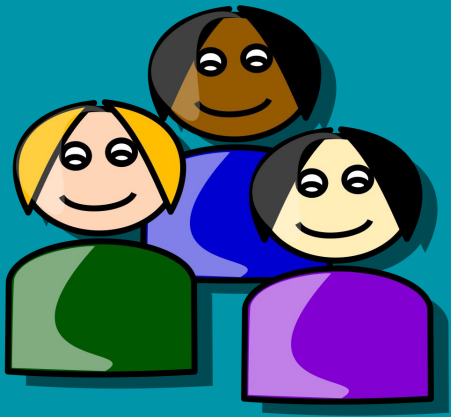
Defensive Responses

- Optimal Energy
- Aware of Self, Time, Space, Others
- Considers Consequences, Focuses, Logical Thinking and Problem Solving

rubyjowalker.com







Group Structure and Addressing Developmental Deficits

Nurture Group Structure

- Group Rules
- Magic Wand Question
- Engine Plates/Regulation check in
- Teach Cool Down Activity
- Do Rev-Up Activity
- Practice Cool Down Activity
- Verbal Re-check on Regulation
- Teach Social Skill Script/Lesson
- Practice Social Skill (Role Play/Game)
- Nurture Activity
- Group Closing with Group Rules



NURTURE GROUP EXPERIENCE



Developing Nurture Group Lesson Plans

OUTLINE

- Group Rules
- Magic Wand Question
- Engine Plates/Regulation check in
- Teach Cool Down Activity
- Do Rev-Up Activity
- Practice Cool Down Activity
- Verbal Re-check on Regulation
- Teach Social Skill Script/Lesson
- Practice Social Skill (Role Play/Game)
- Nurture Activity
- Group Closing with Group Rules

Thank you for coming!

Be sure to like/follow UpTIC on Social Media!



Interested in bringing trauma-informed care training to your school or organization?

Reach out through any of the contact methods below:

Email: kendra@upticc.org

Phone: 806-738-4828

Website: www.upticc.org
