

Bounce Back For Classrooms: An Overview

Amy Foster Wolferman, M.Ed.

Debra Hallos, LCPC, LMFT

National Native Children's Trauma Center

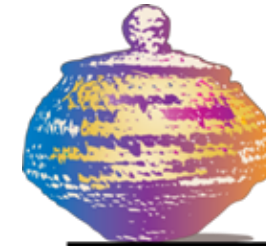


- NNCTC utilizes current research in Indian Country and *tribal* best practices and approaches to support *tribal* children, youth, and families who have experienced traumatic events and those who work in the *tribal* justice system.
- As a Category II Trauma Center in the Network our mission is to co-facilitate trauma focused healing for Native children, families, and communities.

NATIONAL
NATIVE
CHILDREN'S
TRAUMA
CENTER



UNIVERSITY OF MONTANA



THE RESOURCE
BASKET

AK NATIVE YOUTH PROVIDER NETWORK & COMMUNITY CONNECTION



Our Partnership

OJJDP

Office of Juvenile Justice
and Delinquency Prevention

Before We Get Started...

This project was supported by Grant #15PJDP-21-GK-04048-MUMU awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Agenda

- Brief overview of impacts of trauma
- Overview of Bounce Back for Classrooms (BBC)
- How BBC may fit within a trauma-informed multi-tiered system of support

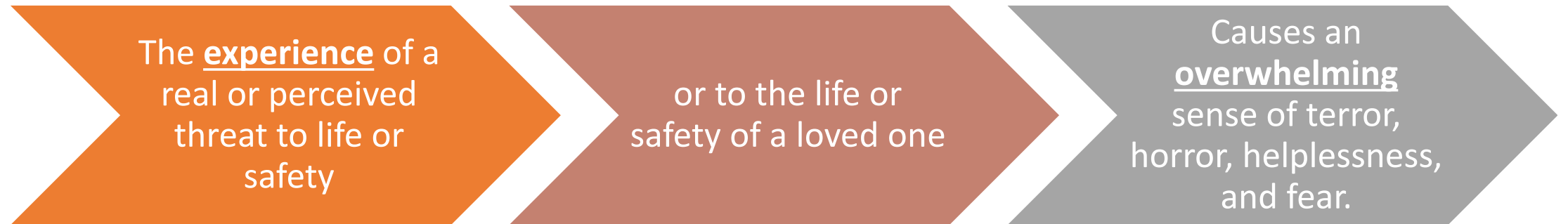


What is Bounce Back for Classrooms (BBC)?

- Adapted from Bounce Back
- Designed as a Social Emotional Learning Curriculum for 2nd-5th grade
- Designed for use by classroom teachers, school counselors, and professionals that work with youth
- Twelve 45-50 minute lesson plans
- Each lesson plan builds upon the previous
- Lesson plans focus on 1-3 skills
- Lesson plan format: **EXPLAIN** the skill, **DEMONSTRATE** the skill, **PRACTICE** the skill, **TRANSFER OF LEARNING**



What is Trauma?



Types of trauma

Acute: single event

Chronic: multiple different types of event or same type of event experienced repeatedly

Complex: ongoing or repeated trauma exposure + long-term and developmental effects

Historical: experienced by a people based on their collective identity (Braveheart & DeBruyn, 1998; Danieli, 1998)

Intergenerational: experienced across generations (can be historical or interpersonal)

Secondary Traumatic Stress: the emotional duress suffered as a result of helping others who have experienced trauma. (NCTSN, 2011)

“The cumulative psychological wounding across generations, including the lifespan, which emanates from massive group trauma.”

**- Maria Yellow Horse Brave Heart,
2003**



Reactions To Trauma

- Somatic complaints
- Hypervigilant
- Difficulty Sleeping
- Avoidance of people, places, things

Body

- Intrusive thoughts
- Difficulty concentration
- Unhelpful thoughts
- Reliving
- Not wanting to think about or talk about what happened

Mind

- Feeling guilty
- Increased anxiety
- Avoidance and numbing
- Difficulty regulating emotions
- Feeling angry or sad for no reason

Emotions

- Questioning the Creator/God
- Questioning beliefs
- Avoiding religious gatherings
- No longer attending ceremony

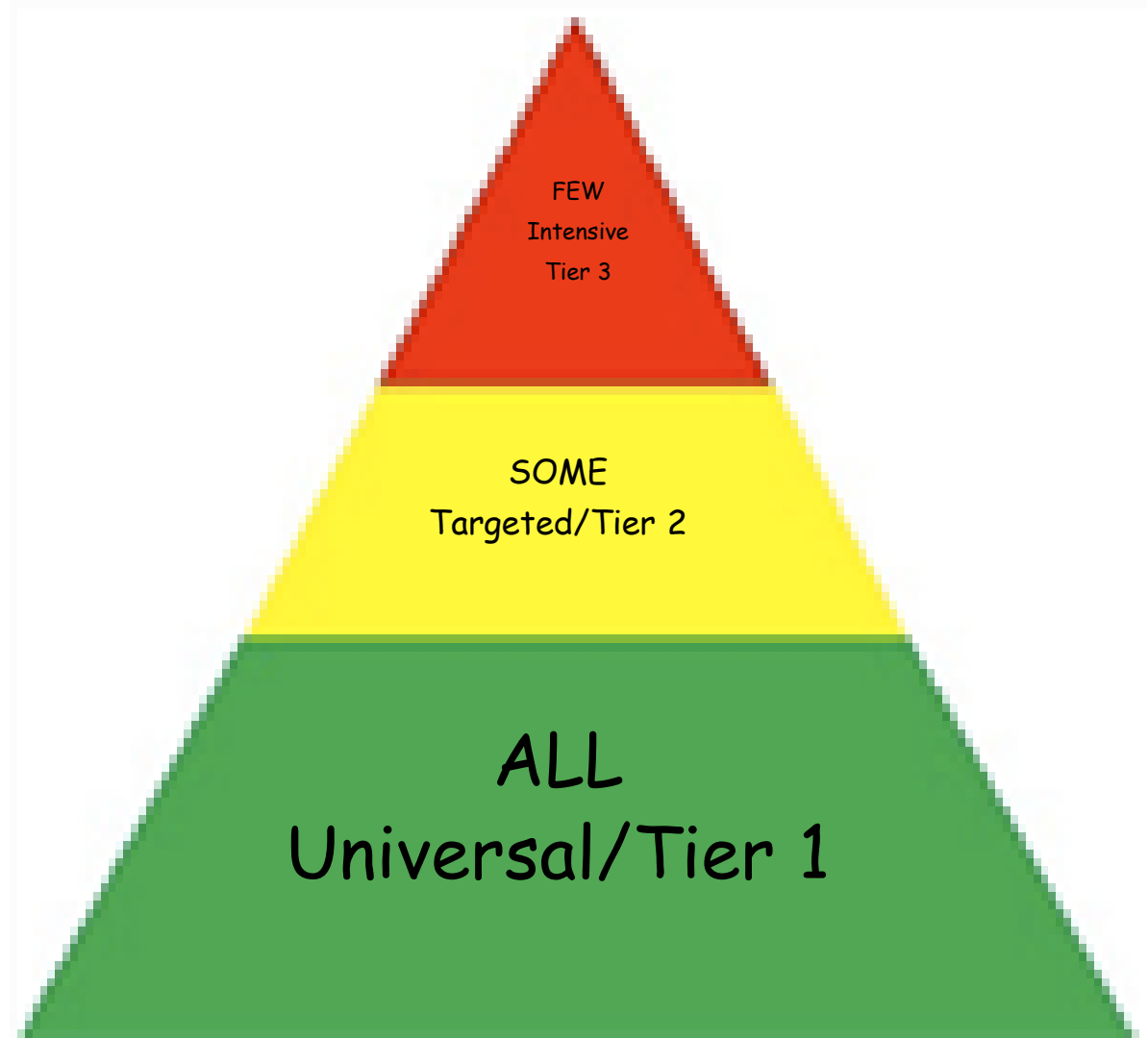
Spirit



How BBC Fits Into the Big Picture of Trauma-Informed Schools

- The Four “R’s”
 - Realize
 - Recognize
 - Respond
 - Resist re-traumatization

SAMHSA, 2014



Multi-Tiered Approach (MTSS, PBIS, RtI)

Trauma-Informed Principles and Approaches



Trauma Awareness – incorporates an understanding of trauma into all aspects of service



Emphasis on Safety – emphasizes physical and emotional safety for those served, establishes clear roles and boundaries co-designed with mutual respect



Opportunities to Rebuild Control/Empowerment– creates predictable environments emphasizing the importance of choice to build a sense of self efficacy and personal control



Strengths-Based Approach – focuses on strengths rather than deficits, on the future and skill building to further develop resiliency

Tier 1: TI Schools MTSS Best Practices

- Clear expectations
- Teach social skills
- Encourage/praise
- Non-punitive, educative consequences
- Understand function of behavior– trauma lens
- Team based approach
- Consistency
- Positive relationships
- Safe climate
- Adults model self-regulation
- Whole school approach



Why Was Bounce Back for Classrooms Developed?

Need to address trauma in child serving organizations

```
graph TD; A[Need to address trauma in child serving organizations] --> B[Need for Evidence based Targeted Interventions]; B --> C[Need for Trauma informed Universal Strategies];
```

Need for Evidence based Targeted Interventions

Need for
Trauma informed Universal Strategies

BBC and Social Emotional Learning

- Targets ALL students
- Social Emotional Learning (SEL)
 - “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Collaborative for Academic, Social and Emotional Learning, 2019)



TM

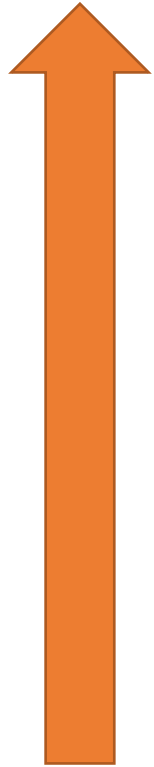
BBC Learning Objectives

- Recognize range of **emotions**
- Identifying how **thoughts**, **feelings** and **actions/behaviors** are connected
- Recognizing signs of **stress** and trauma
- Regulate **feelings**
- Social **problem-solving**
- Identify and utilize **healthy coping strategies**
- Identify own **thoughts**
- Identify **resources for support**

CASEL Core Social Emotional Competencies

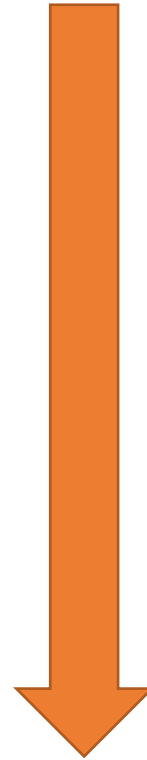
- Recognize one's **emotions**
- Recognize one's **thoughts**
- Recognize how **thoughts** and **emotions** influence **behavior**
- Manage **stress (healthy coping strategies)**
- Regulate one's thoughts, **emotions** and behaviors
- **Negotiate conflict**
- Recognize one's **thoughts**
- Recognize family, school and community **resources for support**

Goals of Bounce Back for Classrooms



Increase Coping Strategies

- Understanding of stress/trauma
- Self-care
- Relaxation
- Self-Regulation
- Utilizing support systems
- Problem-Solving
- Helpful thoughts
- Learning readiness



Decrease Effects of Traumatic Stress

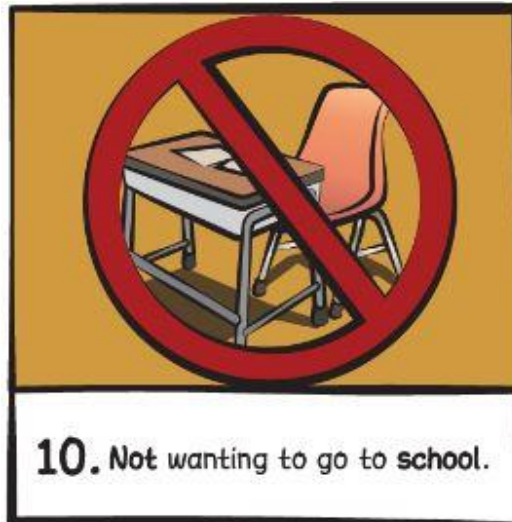
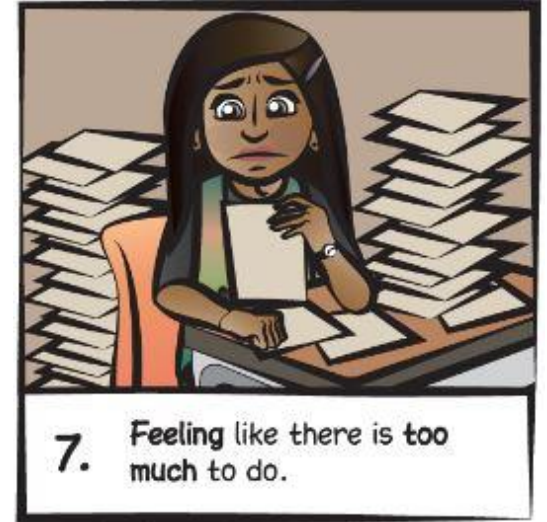
- Feelings of isolation
- Anxiety level
- False Alarms
- Avoidance
- Impulsivity
- Negative thinking
- Hypervigilance

Scope and Sequence Example

Week 2: Feelings, Thoughts and Actions Triangle		
Lesson 2, Skill 1 Explain	Identify Feelings, Thoughts, and Actions	4 minutes
Lesson 2, Skill 1 Demonstrate	Identify Feelings, Thoughts, and Actions	6 minutes
Lesson 2, Skill 1 Practice	Identify Feelings, Thoughts, and Actions	13 minutes
Total Time for Skill 1: 23 minutes		
Lesson 2, Skill 2 Explain	Understand Feelings, Thoughts, Actions Triangle	2 minutes
Lesson 2, Skill 2 Demonstrate	Understand Feelings, Thoughts, Actions Triangle	6 minutes
Lesson 2, Skill 2 Practice	Understand Feelings, Thoughts, Actions Triangle	14 minutes
Total Time for Skill 2: 22 Minutes		
<i>Transfer of Learning</i>	Feelings, thoughts, and actions triangle	5 minutes
Total Time for Lesson 2: 50 minutes		

Introduction and Common Reactions to Trauma

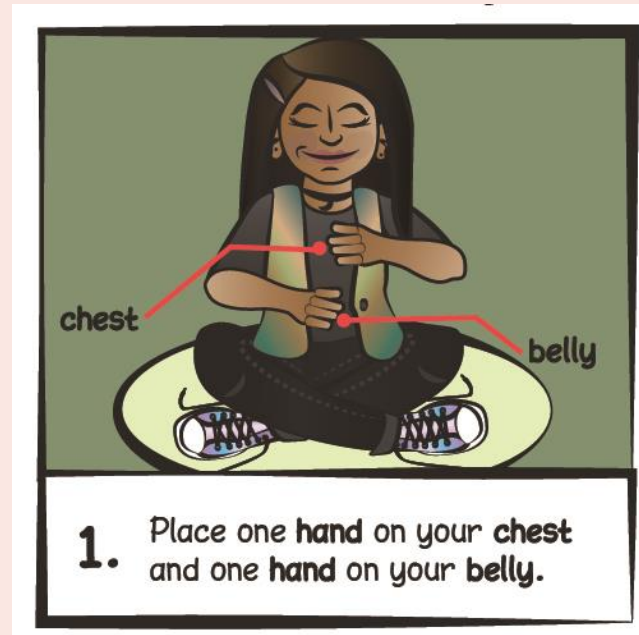
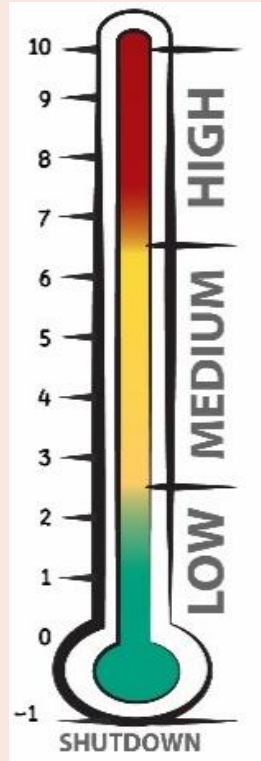
- Skills
 - Understand the body's danger response
 - Recognize common reactions to stress and trauma
 - Define feelings, thoughts, and actions and understand the connection between the three



Feelings, Thoughts, and Actions Triangle

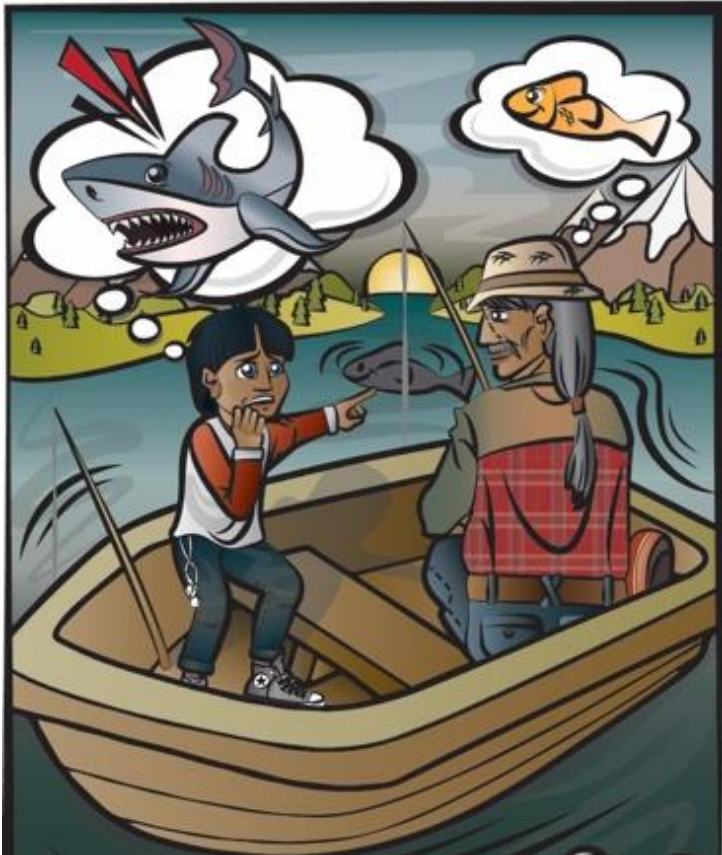


Identifying and Regulating Feelings



- Feelings identification in self and others
- Measuring intensity levels of feelings
- Identifying feelings in the body
- Self-regulation strategies
 - Belly breathing
 - Progressive muscle relaxation
 - Body scan

Understanding and Managing Thoughts



- Skills
 - Identify thoughts
 - Understand link between thoughts, feelings, actions
 - Identify helpful and unhelpful thoughts
 - Generate helpful thoughts

Building Support and Problem Solving

- Skills
 - Identify supportive connections in various settings
 - Identify supportive connection in the community
 - Identify coping strategies to regulate feelings
 - Take action steps

Who IS On Your Team?



7. Relax your body.



1. Use your words (Stop, I need space. I don't like it when you _____.)

Skill Review

- Treasure Hunt
- Collaborative poster
- Create a feelings, thoughts and actions toolbox
- Group presentations

- ❖ **What I Learned in Class**
- ❖ **My Favorite Thing About this Class**
- ❖ **What I am Going to Keep Practicing**



BBC Student Knowledge and Skills Survey

1. When people experience the danger response (also called “when your alarm system goes off”) it is because they are feeling:

- A. Calm B. Sad C. Scared D. Bored

2. If my body goes into a danger response (also called “when my alarm system goes off”) I might try to:

- A. fight, flee, jump B. fight, flight, freeze
C. flight, skip, freeze D. jump, skip, fight

3. When a student experiences something terrible or scary it can be normal for him or her to sometimes have an upset stomach, feel anxious, get into trouble at school, or have trouble paying attention at school.

True or False

4. Feelings, thoughts, and actions are all connected.

True or False

5. I can identify feelings in myself and others.

6. I can measure the level of intensity of my and energy feelings.

7. I can identify where feelings show up in my body.

8. I use belly breathing to help myself feel better.


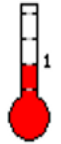
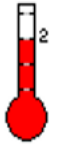

9. I use muscle relaxation to help myself feel better.

10. I make my own helpful thoughts when I need to help myself feel better.

11. I use body scanning to help myself feel better.

12. I know how to ask for help when I need it.

13. I know what activities I can do to help me feel better.

0 	1 	2 	3 
Not at all	Sometimes	Half the time	Almost always

Interested in Implementing?

- **Email Deb and Amy**
- **Attend training**
- **Set up consultation calls**





Q & A

Thank You



Debra Hallos

Debra.hallos@mso.umt.edu



Amy Foster Wolferman

Amy.fosterwolferman@mso.umt.edu