



# STAR: Students, Trauma, and Resiliency An Overview

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# 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**

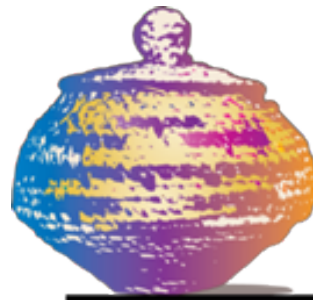


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THE RESOURCE  
BASKET

AK NATIVE YOUTH PROVIDER NETWORK & COMMUNITY CONNECTION



# Our Partnership

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OJJDP

Office of Juvenile Justice  
and Delinquency Prevention



# A Quick Note...


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# Agenda

- Brief Overview of Traumatic Stress
- How SEL fits within a trauma resilient organization
- Summary of the components in STAR

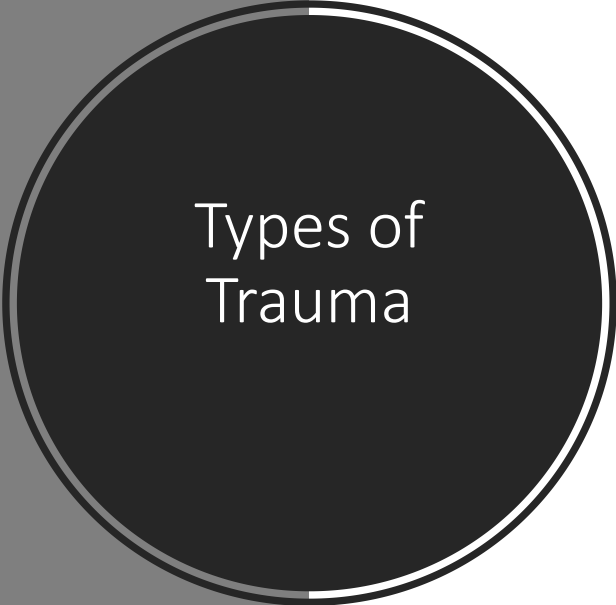


A traumatic  
experience...

Threatens the life or physical integrity  
of a child or of someone else

Causes an overwhelming sense of  
terror, helplessness, and horror

Produces intense physical effects

A diagram consisting of a dark grey vertical bar on the left side of the slide. A black circle with a white border is positioned on the bar, containing the text 'Types of Trauma'. To the right of the circle, five horizontal bars of varying shades of orange and brown extend from the bar, each containing a type of trauma.

Types of  
Trauma

Acute Trauma

Chronic Trauma

Historical and Intergenerational Trauma

Secondary Trauma

Complex or Developmental Trauma



**“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



# Adolescents (13-21)



## Key Developmental Tasks

Think abstractly

Anticipate and consider the consequences of behavior

Accurately judge danger and safety

Modify and control behavior to meet long-term goals

## Trauma's Impact

Difficulty imagining or planning for the future

Over or underestimating danger

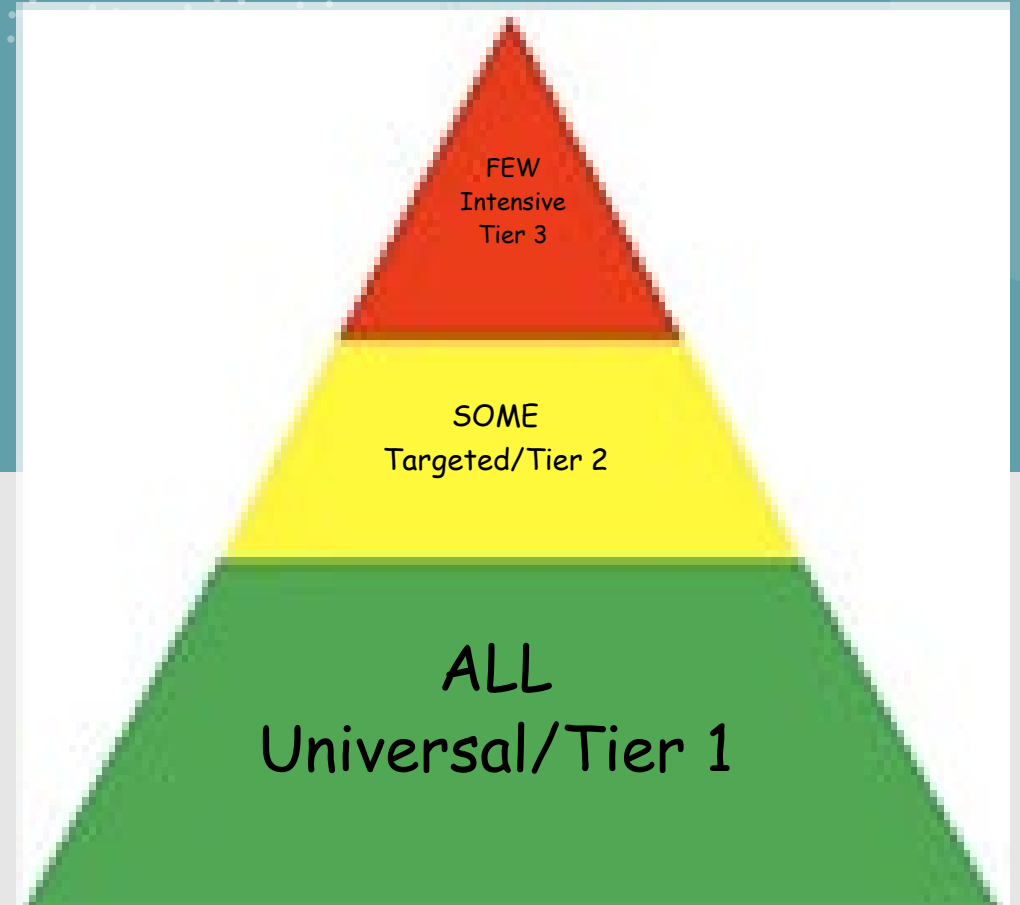
Inappropriate aggression

Reckless and/or self-destructive behavior

# How STAR Fits Into the Big Picture of Trauma-Resilient Environments

- 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 being regulated
- Whole school approach





# STAR and Social Emotional Learning

- 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)
- Many common state standards for social, emotional and behavioral development overlap with STAR objectives





## STAR 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**

# Why Was STAR Developed?







# STAR Overview

- Designed as a Social Emotional Learning Curriculum for middle and high school-aged youth
- 8 lessons; 1 per week
- Lessons build upon the previous, start with reviews and end with lesson practice
- Based upon evidence-based principles for treating trauma
- Designed for use by classroom teachers, school counselors, and professionals that work with youth
- Not therapy, but psychoeducational
- Designed for use in the classroom or other setting
- Recommend use of co-facilitators





# Goals of STAR



- **Increase Coping Strategies**

- Understanding of stress, trauma, and loss
- Self-care
- Relaxation
- Feelings Identification
- Facing avoidance
- Utilizing support systems
- Problem-Solving
- Helpful thoughts



- **Decrease effects of trauma exposure**

- Feelings of isolation
- Anxiety level
- Struggles with self-regulation
- Hypervigilance
- Avoidance
- Impulsivity
- Negative thinking

# Lesson Sequence

Lesson 1:  
Introduction

Lesson 2: Education  
and Coping

Lesson 3: Feelings  
Identification

Lesson 4:  
Introduction to  
Thoughts

Lesson 5: Challenge  
Unhelpful Thoughts

Lesson 6: Facing  
Avoidance and  
Anxiety

Lesson 7: Social  
Problem-Solving

Lesson 8: Building  
Support



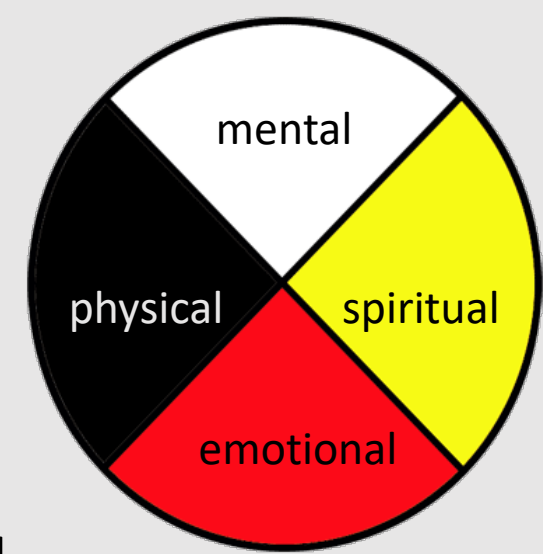
Body's Danger Response



False Alarm

# Common Reactions

- Upsetting Images
- Feeling Tense or Geared up
- Avoiding people places things that are reminders of loss or event
- Nightmares
- Upset stomach, headache
- Difficulty sleeping
- Not wanting to spend time with family and friends
- Questioning God/Creator
- Feeling guilty



- Being jumpy
- Easily Startled
- Not wanting to talk about what happened
- Having a hard time looking ahead and planning for the future
- Lost purpose in life
- Not wanting to attend ceremony or church
- Feeling neither good nor bad, just numb
- Difficulty concentrating



# Progressive Muscle Relaxation





# Intensity of Emotions

Happy



Sad



Angry



Anxious





# How Feelings, Thoughts, Actions are Connected

- Positive Example: Going on a fieldtrip
  - Thoughts?
  - Feelings?
  - Actions?
- Trauma Example: Witnessing friend got jumped at the basketball court
  - Thoughts?
  - Feelings?
  - Actions?



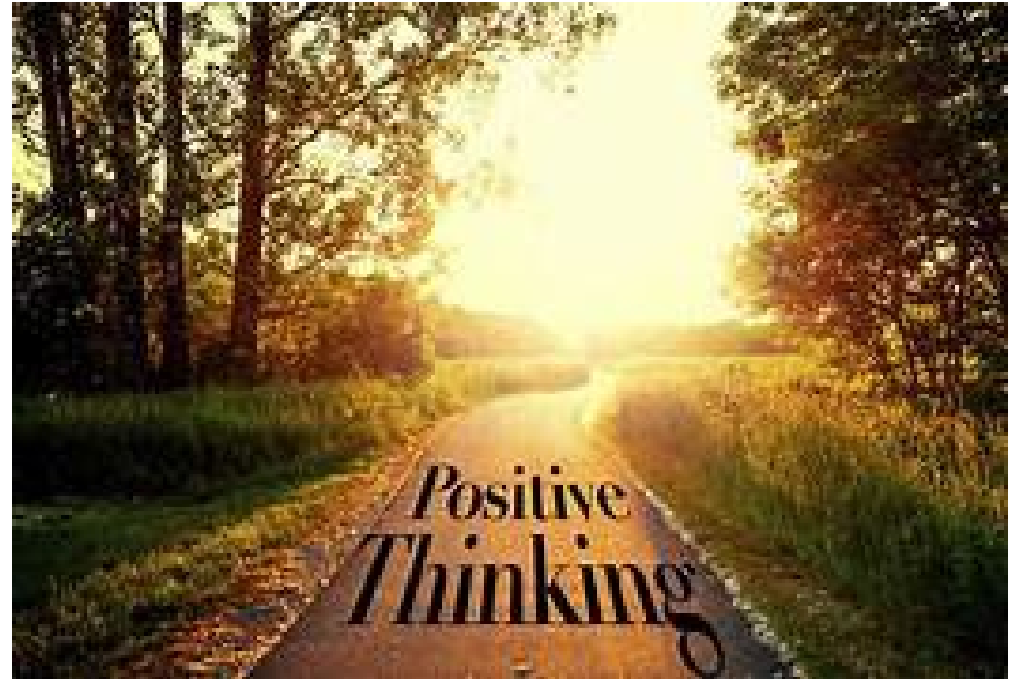
# Unhelpful Thoughts

- Catastrophizing
- All or Nothing
- Fortune Telling
- Mind Reading
- Emotional Reasoning
- Overgeneralizing
- Labeling
- Should haves
- Mental filtering
- Dismissing
- Hurdle measure
- Personalization



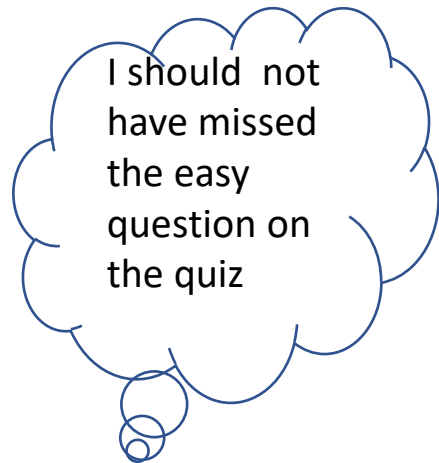
# Focusing on the Positive

- Think about a wonderful and positive time in our lives
- Identify what is going well
- Visualization
- Draw/write/share
- Practice: Write 3 positive statements

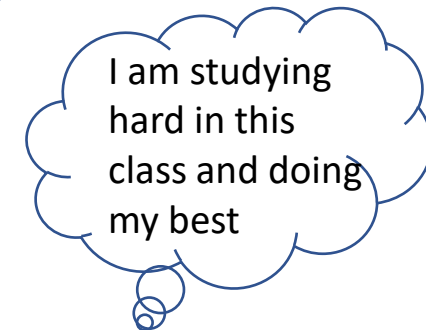
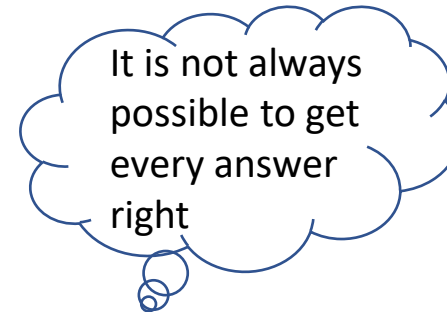
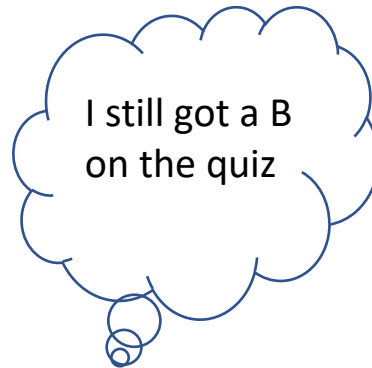


# On Second Thought...

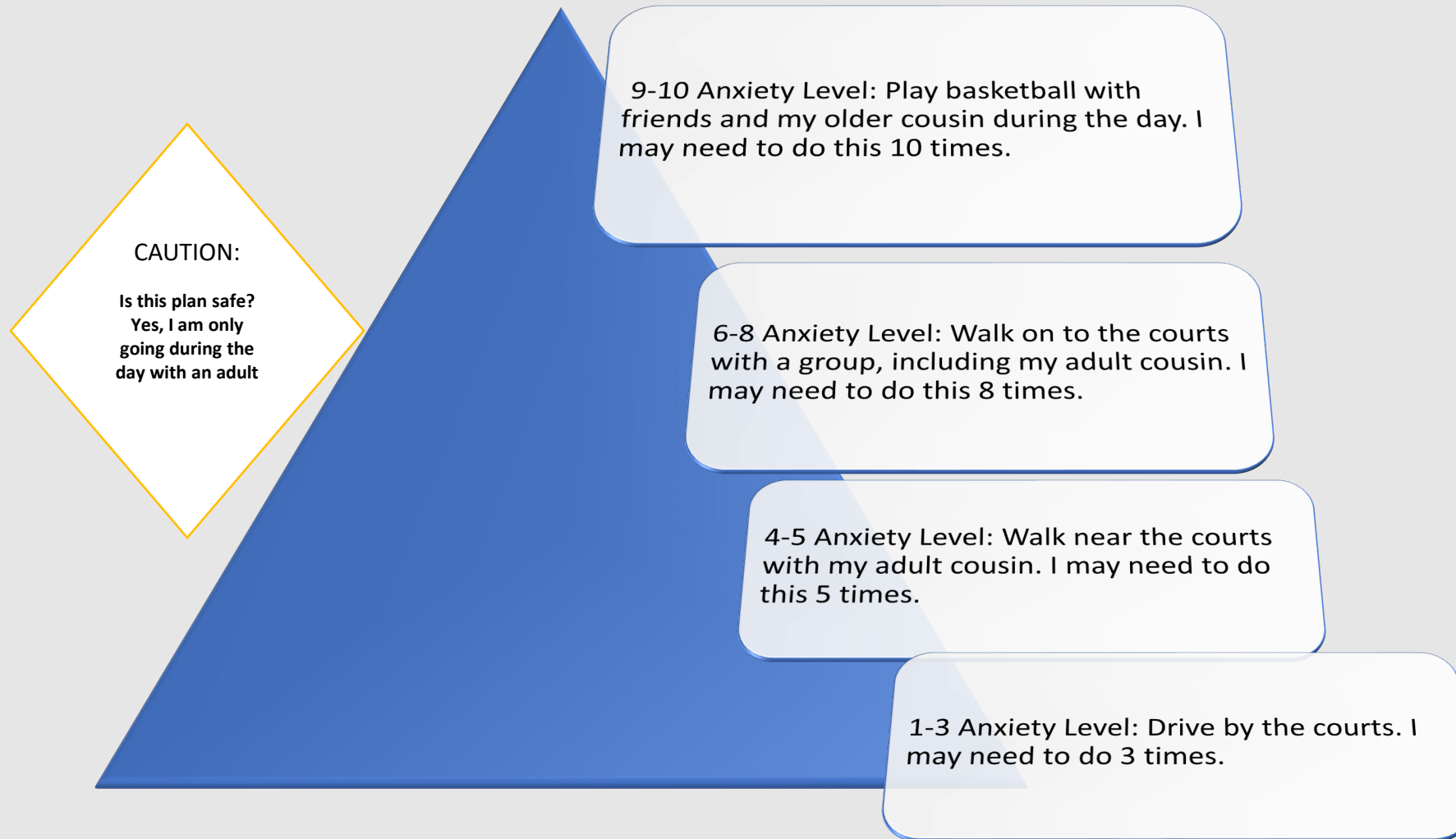
## Unhelpful thought



## Helpful thoughts



# Pyramid Plan



# Thoughts/Actions Connection

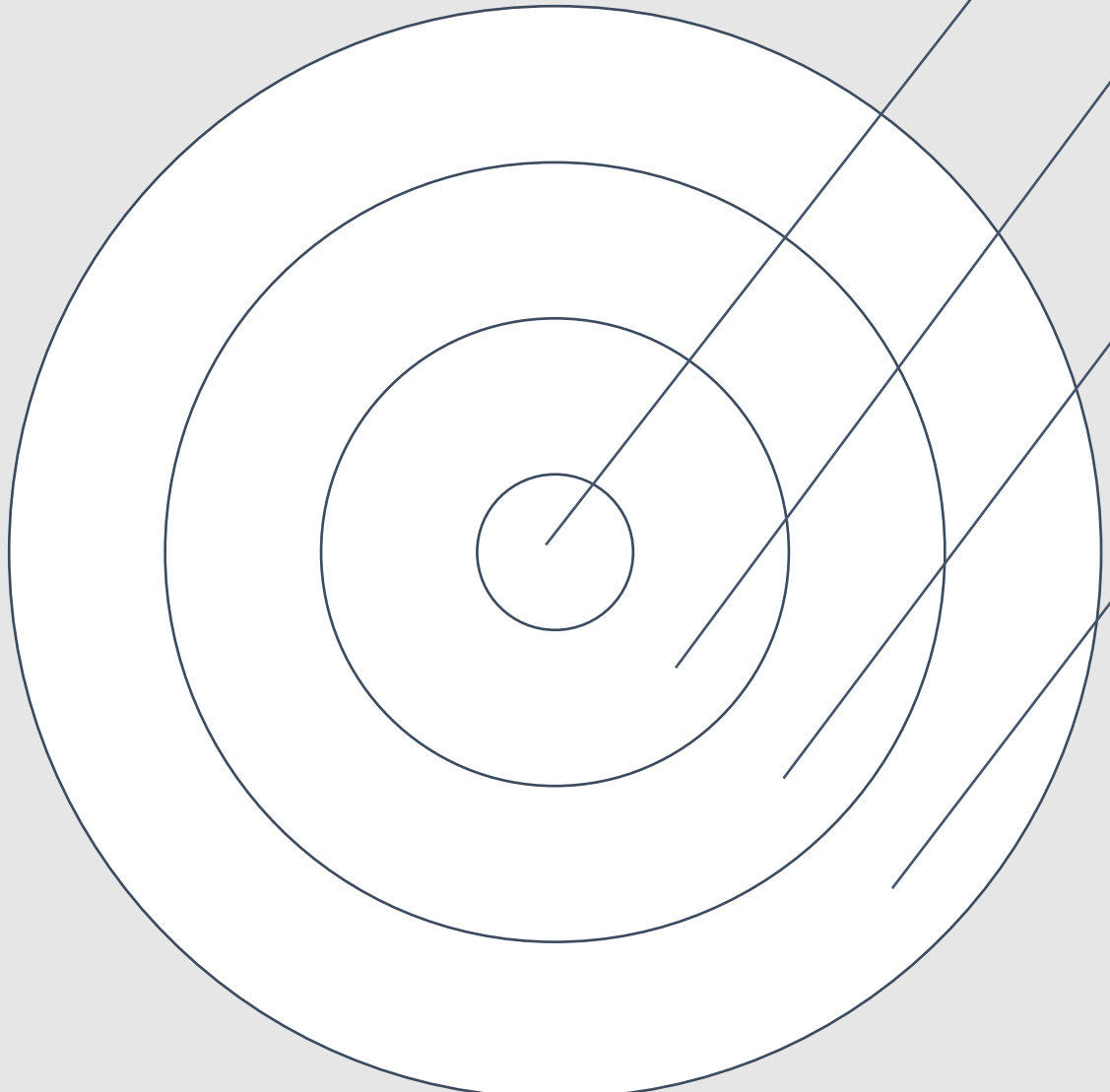
Thoughts	Actions
“She is ignoring me.”	I will ignore her back.
“She is angry at me.”	I will tell her off.
“Something might be bothering her.”	I will ask her what is going on.
“She may not have seen me.”	I will just go on like nothing ever happened.

# Identify Pros and Cons

Possible Solutions	Pros	Cons
Talk to her again and ask why she is angry with you	<p>You may be able to have a good talk and work things out.</p> <p>You may get the chance to share your opinion</p>	<p>She might not want to talk</p> <p>She might be rude or mean again</p>
Confront in an aggressive manner	<p>You might release some steam</p>	<p>Start a fight</p> <p>Get suspended from school</p>
Stay away from her for awhile	<p>Give some space to cool off</p> <p>She might talk to you when ready</p>	<p>She might think you are mad at her</p> <p>You might lose a friend</p>



# Circle of Trust



Me

People very close to me  
Friends, family, and trusted adults  
Know how to help

Listen well  
Do not repeat what I say to others  
Do not judge me

People I know and spend time with  
People I feel good being around  
Might be able to trust them

People who are acquaintances  
Role Models  
Community Leaders  
People I would like to get to know



# Resource Cards

## Community Resources

Youth activities

Community events

Mental health professionals

Agencies

## School Resources

School counselors

School activities

Bullying prevention programs

Principals

## Cultural or Spiritual Resources

Ceremonies

Spiritual leaders


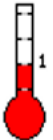
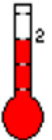
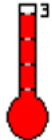
Clubs

Church youth groups



# STAR Student Knowledge and Skills Survey

1. I recognize when I am having a reaction to stress, trauma or loss.
2. I calm my body when I feel stressed.
3. I identify when I have thinking errors or unhelpful thoughts.
4. I replace my unhelpful thoughts with more helpful thoughts.
5. I am able to recognize the intensity of my emotions.
6. I am able to understand how my feelings, thoughts, and behaviors are connected.
7. I use healthy coping strategies when I feel stress.
8. I face doing something that makes me anxious or afraid by taking small steps.
9. I think about the pros and cons of decisions before acting.
10. I reach out for support and help when I need it.

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



Next Step

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Interested in  
Implementing?

- Email Debra and Amy
- Attend training
- Set up consultation calls



Q & A

# Thank You



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