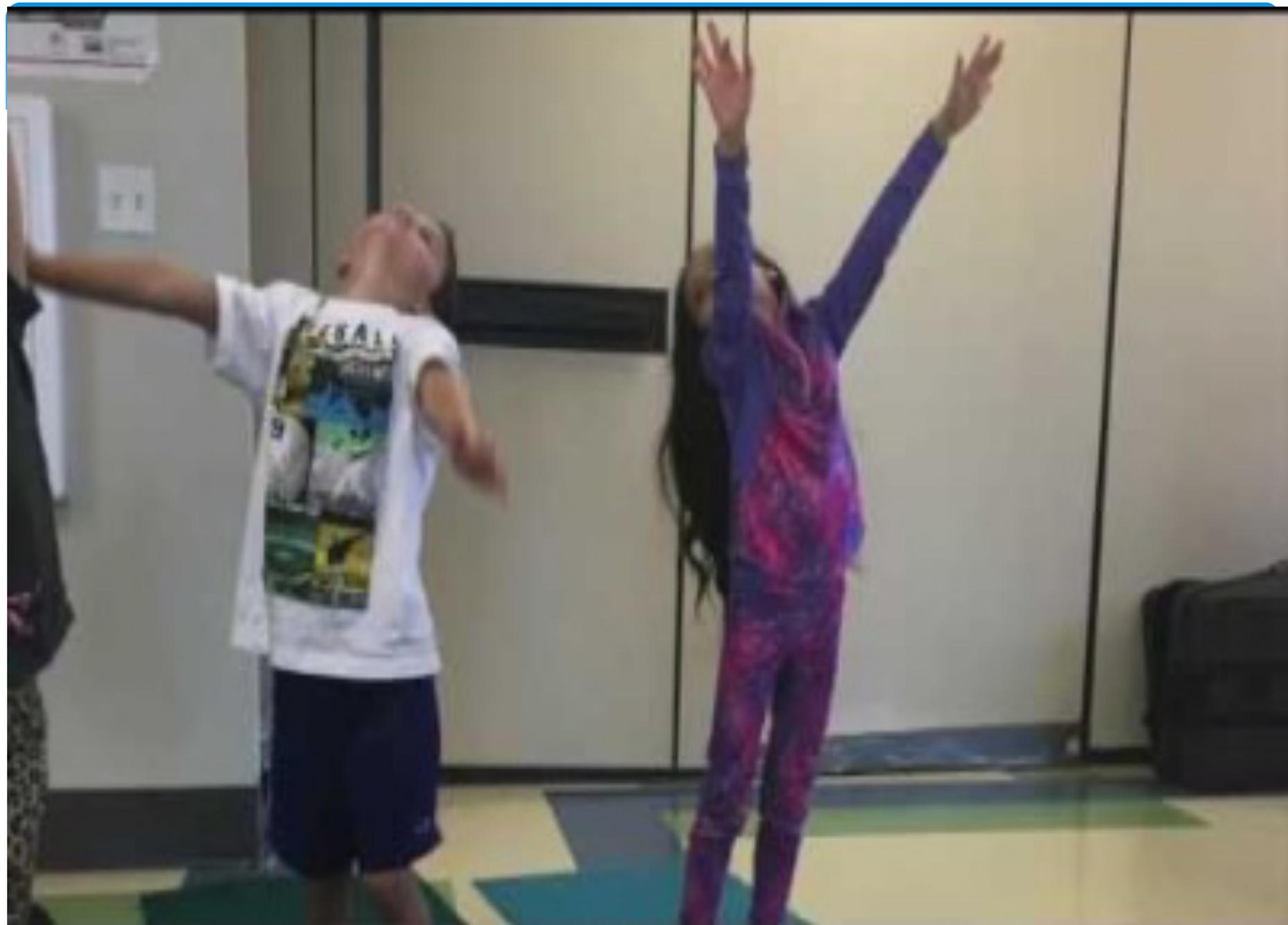


Trauma-Informed Children's Yoga

Lindsay Kennedy, MA

Melissa LaVigne, LCSW

Catherine Cook-Cottone, PH.D.



Objectives

- * Basic overview of trauma and it's impact on a child's social, emotional, cognitive and physical self
- * Overview of yoga and mindfulness and it's impact on children that have experienced trauma
- * Basics of children's yoga utilizing trauma informed tools

What is Trauma?

According to SAMSHA, (2012)(Substance Abuse and Mental Health Services Administration):

*Trauma results from an event, series of events, or set of circumstances that is **experienced** by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual's physical, social, emotional or spiritual well-being.*



NCTSN

The National Child
Traumatic Stress Network

- * Community Violence
- * Complex Trauma
- * Domestic Violence
- * Early Childhood Trauma
- * Medical Trauma
- * Natural Disasters
- * Neglect
- * Physical Abuse
- * Refugee Trauma
- * School Violence
- * Sexual Abuse
- * Terrorism
- * Traumatic Grief

Prevalence in the United States

- * 1 out of 25 children experience some form of endangerment each year
- * More than 2 million children per year experience significant physical or emotional neglect
- * 1.3 million women are physically assaulted each year by an intimate partner

(Emerson & Hopper, 2011)

Data on Trauma Continued

- 
- **In community samples, more than two thirds of children in the U.S. report experiencing a traumatic event by age 16.**
 - **One out of every four children in school has been exposed to a traumatic event.**
 - **Approximately two out of three children has been exposed to violence.**
 - **75% who were victimized reported more than one type of victimization.**
 - **1 in 10 report 5 or more exposures to violence.**

Buffalo Statistics

- * 14% High School Students have been beaten or physically harmed by a parent or adult at home
- * 16% live with someone diagnosed as mentally ill or suicidal
- * More than one third have seen someone shot, stabbed or beaten
- * More than 37% have had an adult swear or insult them

Buffalo News (2015) UB School of Social Worker, UB Institute on Trauma and Trauma-Informed Care

Adverse Childhood Experiences Study (ACE)

- * Studies the correlation between childhood maltreatment and later-life health and well-being
- * The study asks adults and adolescent how many ACE that occurred during childhood
- * Adverse childhood experiences include:
 - * Abuse: Physical, Emotional, Sexual
 - * Domestic Violence
 - * Living with household members who
 - * Abuse substances
 - * Mentally ill or suicidal
 - * Imprisoned

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

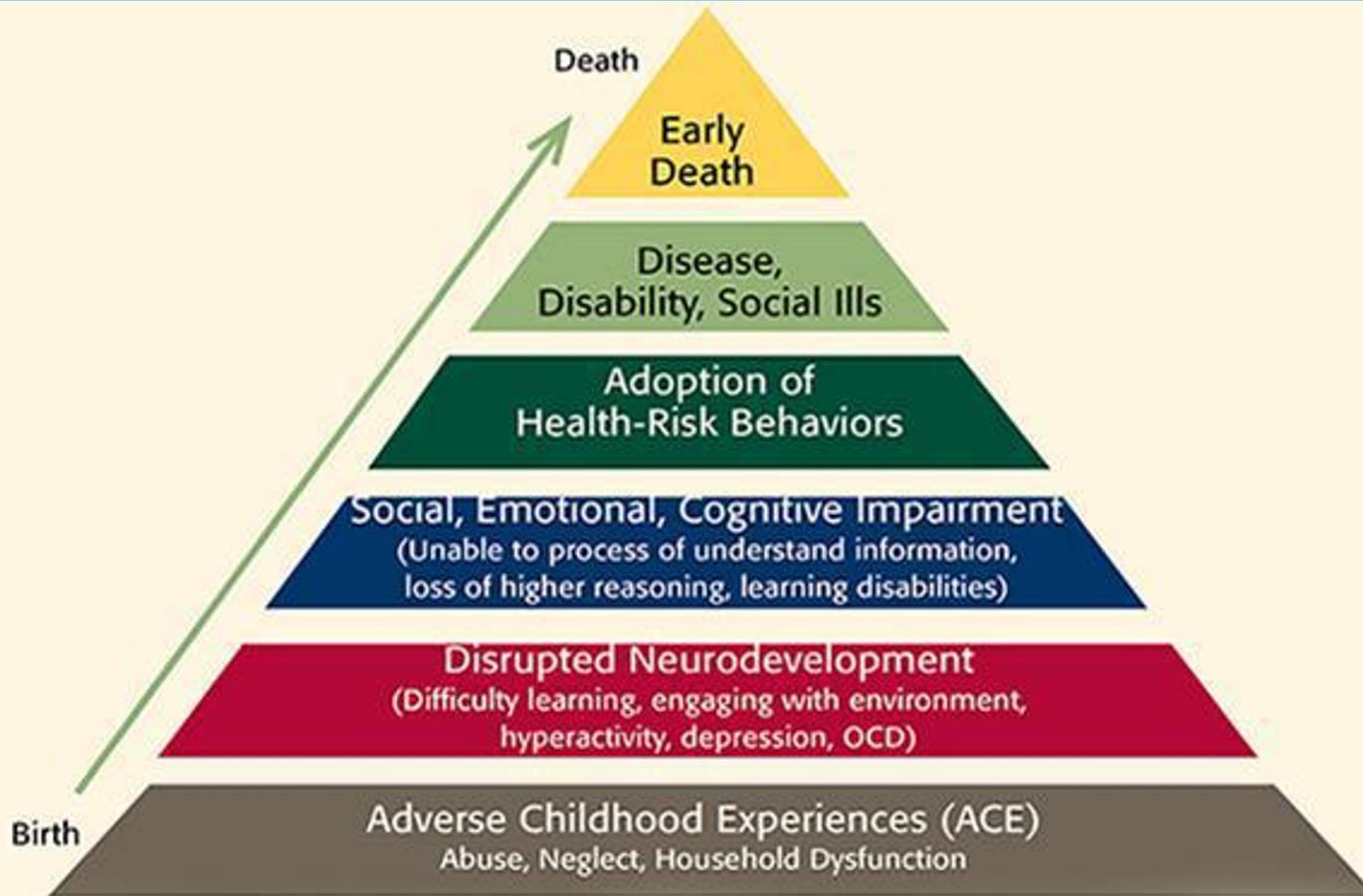


Substance Abuse



Divorce

ACEs



Slide From: <http://notonourwatch.net/the-ace-study/>

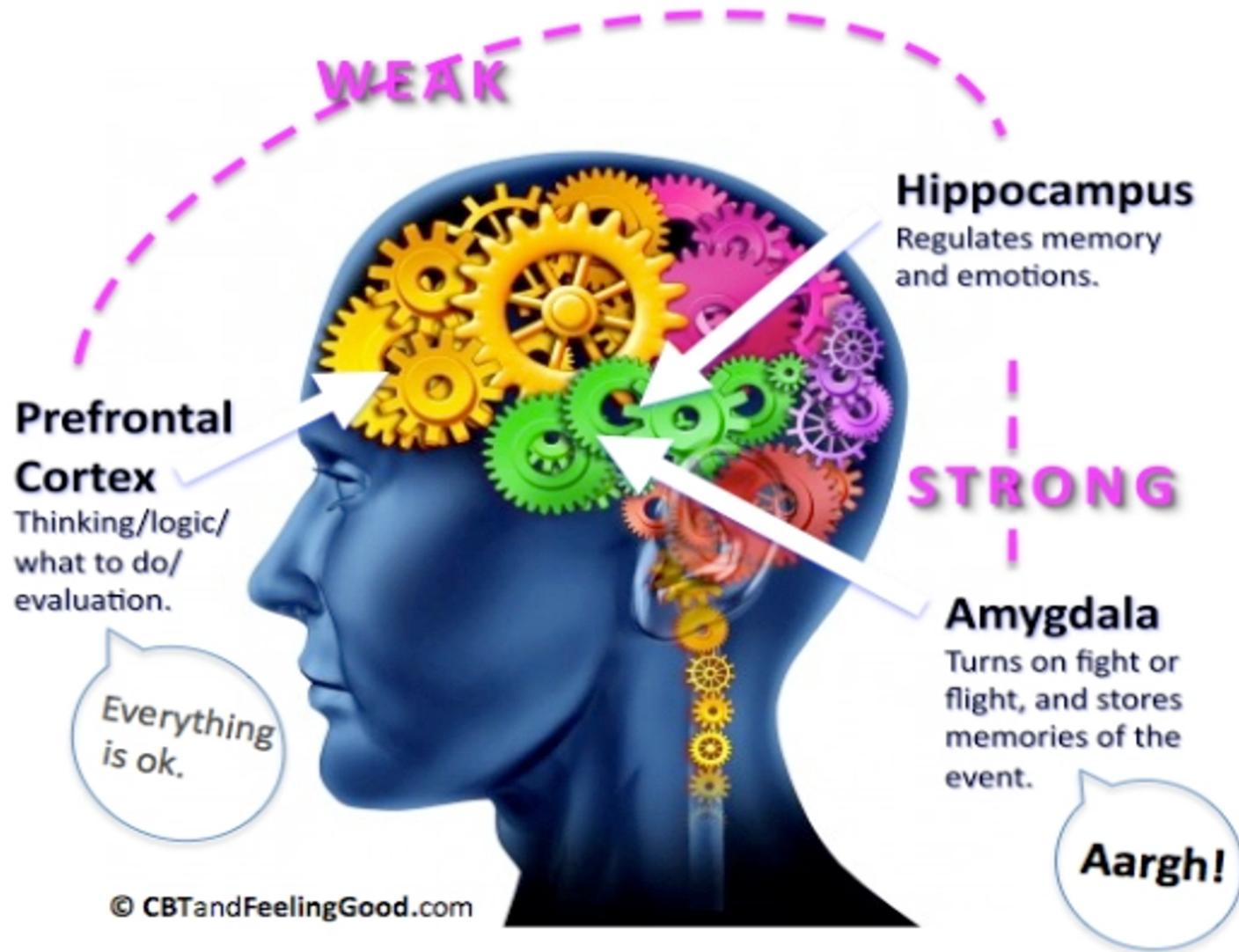
ACEs

- * **ACEs are common**

- * 28% of study participants reported physical abuse
- * 21% reported sexual abuse.
- * Many also reported experiencing a divorce or parental separation, or having a parent with a mental and/or substance use disorder.

Trauma & The Brain

- * During a perceived traumatic experience, the brain activates its survival circuit:
 - * Fight
 - * The response to fight back
 - * Flight
 - * The response to run away
 - * Freeze
 - * The response to freeze/faint or “play dead”



Slide From: <https://iveronicawalsh.wordpress.com/2014/04/11/a-cbt-look-at-fight-or-flight-when-the-tail-wags-the-dog/>

Chronic/Complex Trauma

- * Repetitive Trauma (ex. physical abuse) or even frequent flashbacks cause the brain to continuously stay in fight/flight/freeze
 - * Produces *Cortisol* (stress response hormone) for 72 hours once activated
 - * Hyper-arousal caused by high levels of cortisol throughout the body

Reactions To Trauma

Body Response

RE-EXPERINCEING

- Flashbacks
- Intrusive Thoughts
- Nightmares

HYPER-AROUSAL

- Hyper-vigilance
- Irritable Outbursts

AVOIDANCE

- Emotional Numbing
- Behavioral Inhibitions
- Dissociation

NEGATIVE IMPACT IN COGNITION

- Anger
- Depression/Sadness
- Withdrawal

Classroom Presentation

RE-EXPERINCEING

- Sleepiness
- Trouble Concentrating
- Tearfulness
- Decline in Academics

HYPER-AROUSAL

- Overreaction
- Easily Startled
- Somatic Complaints

AVOIDANCE

- Creating Distractions
- Absenteeism
- Resistance

NEGATIVE IMPACT IN COGNITION

- Social Withdrawal
- Moodiness and Irritability
- Negative Self-Image
- Emotionless or numb

Principles of Trauma-Informed Care

Safety (Emotional/Physical)

Ensuring physical and emotional safety

Choice

Maximizing consumer choice and control

Trustworthiness

Maximizing trustworthiness through task clarity, consistency, and interpersonal boundaries

Collaboration

Maximizing collaboration and sharing of power

Empowerment

Prioritizing empowerment and skill-building

(Harris & Fallot, 2001)

Part I: Physical Basics

(Kids: Me)

- * EMPOWERMENT
 - * I can
 - * (Kids-I can)
- * WORTH
 - * **I am worth the effort**
 - * (kids- I am always worth it)

Part II: Positive Embodiment

(Kids: Me and My Body)

- * SAFETY
 - * **I deserve to be safe**
 - * (kids- I deserve to be safe)
- * BREATH
 - * **My breath is my most powerful tool**
 - * (kids- My breath is powerful)
- * PRESENCE
 - * **I work toward presence in my body**
 - * (kids- I can connect with my body)
- * FEELING
 - * **I feel so that I can heal**
 - * (kids- It's okay to feel my feelings)

Part III: Self Regulation

(Kids: Me and My Choices)

- * CHOICE

- * **I can find choice in the present moment**

- * (kids- Right now, I can make the best choice for me)

- * GROUNDING

- * **I can connect with my body for coping and guidance**

- * (kids- I can connect with my body to steady my feelings and make choices)

- * OWNERSHIP

- * **I can create the conditions for safety and growth**

- * (kids- I can make choices to keep me safe and growing)

- * SUSTAINABILITY

- * **I can create a balance between structure and change**

- * (kids- I can choose when it is best to try new things)

Part IV: Mindful Grit

(Kids: Me and My Path)

- * COMPASSION

- * **I honor the individual path of recovery and growth**

- * (kids- I grow and learn in my own way [we all do])

- * SELF-DETERMINATION

- * **I work toward the possibility of growth and effectiveness in my own life**

- * (kids- I can create my own path of possibility)

Why Mindfulness?

“Between stimulus and response there is a space. **In that space is our power to choose our response.** In our response lies our growth and our freedom.”

-Victor Frankl

Why Integrate Mindfulness and Yoga?

- * Yoga and mindful practices:
 - * Are embodied which is the opposite effect of traumatic experiences
 - * Offer tools and strategies for personal empowerment
 - * Once skills are developed tools can be generalized independently
 - * Can be used effectively and safely for most students
 - * Can benefit all student not just those who have experienced trauma

What is Mindfulness?

Mindfulness is paying attention on purpose to the here and now with kindness and curiosity

- Amy Saltzman-



Mindfulness for Children Looks Different

- * Here are some common misconceptions:
 - * Behavior plan
 - * A silent time for teachers
 - * Everyone sitting still with eyes closed
 - * Labeling emotions as good or bad

Plan For Mindfulness

1. Cultivate your own practice
2. Join or create a community that supports your practice
3. Begin formal practices, leading and practicing together
4. Begin informal practice integrating mindfulness into everyday life

Mindfulness Notes

- * Timing
 - * The length of time kids can sit comfortably plus a little longer
- * Appearance
 - * Allow it to be whatever it looks like
- * Speed
 - * Pace yourself
- * Volume-loud, but comfortable
- * Tone- calm, but confident
- * Words-Comfortable to you and sound natural

Trauma-Sensitivity

- * Do NOT force students to participate
- * Do not attempt to reach everyone
- * One student is a success
- * You are planting seeds for the future
- * Be aware of your own ego

Trauma-Sensitivity

- * Do not force students to shut their eyes
- * Avoid touch during mindfulness or yoga practice
- * Avoid praising one student on their practice

Trauma-Sensitivity

- * Mindfulness/Yoga practices bring up emotions
 - * Know what is within your limits and see advice when it is beyond
 - * Seek support and supervision
- * Mindfulness/Yoga can also trigger reactions
 - * Do not try too much too fast
 - * Be aware of your students
 - * Do not force any student to participate

Resistance

- * Do not take it personally
- * Resistance gives you an opportunity to try something new or different next time
- * Remember our goal is really just to focus on one student at a time, not all students

Classroom Mindfulness: Getting Started

1. Choose things that resonate with you
2. Come from a place of personal practice
3. Be aware of reactions (trauma-sensitivities)
4. Start with concrete practices
 1. Daily, small periods have greater success
5. Directions should be clear, concise, and at their level

Classroom Mindfulness

- * Layers of Sound- Little Flower
- * Bell Ringing-Little Flower
- * Loving-Kindness Meditation
- * Heart & Belly Breathing

Yoga Poses

- * Mountain Pose (Creates alert state)
- * Forward Fold (Calming/Grounding)
- * Warrior 1 (Alert/Strength Building)
- * Warrior 2 (Alert/strength Building)
- * Tree (Grounding)

Classroom Yoga

- * Yoga Pretzels
- * Yogi Says, Call Pose Kids copy
- * Yoga and Mindfulness Practices for Kids-Little Flower
- * Short, consistent routines are best
- * Keeping in mind all the trauma-sensitive factors

Yoga Resources

(These are a few of many)

- * <http://www.yoga4classrooms.com/about-yoga-4-classrooms>
- * <https://yogainmyschool.com/yoga-classroom/yoga-games/>
- * <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
- * <http://littlefloweryoga.com/programs/the-school-yoga-project>
- * <http://www.nchpad.org/881/5004/Yoga~in~the~Classroom~~A~New~Kind~of~Education>

Mindfulness Resources

(a few of many)

- * <http://www.casel.org>
- * <https://mindfulnessinschools.org>
- * <http://www.mindfulschools.org>
- * http://greatergood.berkeley.edu/article/item/research_round_up_school_based_mindfulness_programs
- * <https://mindup.org>

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