Real Life Heroes

Real Life Heroes;
Trauma & Resiliency-Focused Treatment for Children with Traumatic Stress

II: Making it Safe to Share the Story

‘Nuts and Bolts’

Chapters 1: Starting The Journey. Affect Recognition; Self- and Co-regulation
Chapter 2: Restoring Hope and the Courage to Act: Storytelling and the HEROES metaphor
Trauma Psychoeducation; Power Plans
Chapters 3 & 4: Recovering Memories of Caring
Chapters 5 & 6: The Making of a Hero

Objectives:
1. Participants will know how to implement affect regulation, psychoeducation, and personal power components of Real Life Heroes.
2. Participants will develop confidence to implement Real Life Heroes.

Learn one thing. Share one thing. Have a little fun.

Attachment and Resilience-building Interventions
Expand the ‘Window of Tolerance’

“Therapeutic progress occurs within the joint activities of co-regulating affect and co-creating meaning.”
Hughes (2006)

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Real Life Heroes

Criteria for involving caring adult in child sessions

- Caring adult gives child support and permission to share what they experienced.
- Caring adult has validated child’s experiences including traumas involving adult.
- Caring adult committed to protecting child from anyone, even other family members.
- Caring adult identifies how he/she sees child as special and part of life.
- Caring adult can manage own reactions to trauma without re-traumatizing child, able to face traumatic memories and reminders or re-enactments. Offer individual trauma therapy for parent, if needed.

- Caring adult demonstrates commitment to protect, provide, and guide (James, 1989)
- Caring adult assures child that they (and the child) will keep child safe when the child shares memories.
- Child affirms to therapist in private that child feels safe to share with caring adult present and wants caring adult in sessions.
- Therapist modulates how much of sessions involve child and caregivers.

REAL LIFE HEROES

- Rewards
  1. Foods and Personal Power
  2. joking/laughing
  3. minor rewards
  4. special and part of life. special and part of life.
  5. share what they experienced.
  6. involving child and caregivers.
  7. and wants caring adult in sessions.
  8. child) will keep child safe when the child (and other children participating in session: __________

- Magical Moment (e.g. herbal tea, cookie, magic trick)

SESSION SUMMARY/PROGRESS NOTE

Child: Program: Service Goal (if required): Date: / /____
Adults and other children participating in session: __________
Check off what was completed:
Service Plan: ____; Personal Power Plan: ____
Self-Check Thermometers (1-10): Knots: ____; Personal Power: ____; Mix: ____; Seed: ____; Goal: ____; Feel Safe ____
’Safety First’: safety plans in place; before/during/after reminders for predictable crises; child’s signal and action plan if Knots begin to rise or Personal Power falls; plan for practitioner and caring adult self-care
Openings: Magical Moment (e.g. herbal tea, cookie, magic trick) and Centering Activities (Movement, Mindfulness)

HEALING RITUALS AROUND THE WORLD

- “Using an interactional process, which may involve the community, part of the community, or just a dyed.
- Activating belief systems
- Establishing a narrative
- Providing patterned, repetitive stimulation.”
  - Bruce Perry, 1998

REAL LIFE HEROES

- Openings
  1. Safety First
  2. Magical Moment

REAL LIFE HEROES

- Knots
  1. Safety First
  2. Magical Moment

REAL LIFE HEROES

- Magical Moment
  1. Herbal tea
  2. Cookie
  3. Magic trick

REAL LIFE HEROES

- Personal Power
  1. knots
  2. Mix
  3. Seed
  4. Goal
  5. Feel Safe

REAL LIFE HEROES

- Mix
  1. Seed
  2. Goal
  3. Feel Safe

REAL LIFE HEROES

- Seed
  1. Goal
  2. Feel Safe

REAL LIFE HEROES

- Goal
  1. Feel Safe

REAL LIFE HEROES

- Feel Safe
Parents can help me if you have a dollar you can hold up and show your child.

This is a story about George Washington, the first president of the United States. And this is a story about how he learned an important lesson about taking care of himself.

Well, one day, George was very very tired and upset. You see the country was A Mess. A big mess. And since George was the president a lot of people told him, “Mr. President, clean up this mess. Fix this country and FAST.”

Well, thinking about all the problems gave George a very big headache. It felt like an alarm bell was going off in his head—and electric alarm clocks had not even been invented yet, so this was a very big headache. He hung down his head, it hurt so bad. [Parents please fold dollar forward so George’s face is covered.]
George's wife, Martha, looked at George and said, "George, Go to bed and rest your head." So, George went back to his bedroom. (parents fold the dollar backwards.)

But he didn't rest his head. Oh, no, he didn't. He kept thinking about the mess the country was in. No one was getting along. Butchers and bakers and candlestick makers were all yelling. And, lots of them seemed to be yelling at George. So George fretted and fumed. He was so worried he began breathing real fast.

Try breathing real real fast and see what happens.

Breathing fast made George feel even more upset. So he ran out of his room and ran back to Martha.

"Oh, No," Martha said. "George, let me see your head."

So, George lifted his head up. (parents, fold dollar up.)

"Oh, now," Martha said, "You're upside down, you silly head. How are you going to lead the country?"

"You've got to get yourself right side up to be president."

"Now go back and rest your head. And this time, I want you to practice some ways to relax.

(How do you relax?)

Take a slow slow breath and count 1 . . . 2 . . . 3 . . . now let it out 3 . . . 2 . . . 1 .

"Now you do it George." Martha said.

Let's all try it together. Breath in real slow 1 . . . 2 . . . 3 hold it and let it go 3 . . . 2 . . . 1 . . feel the air sliding out your mouth.

So George slowed down his breathing. And Martha taught him to think of good things like people in his family he loved and how loved him. George thought about fun times. He filled his mind with pictures of happy memories. Climbing cherry trees. Picking cherries. Eating cherries. And giving cherries to his family and friends. Then George lowered his head again. (parents please fold the dollar forward again.)

And, he went back to his room. (parents please fold dollar back again.)

And this time he fell asleep and took a good nap. A real presidential nap . . .

(If you want, Close your eyes and count 1 2 3 and let the air out again 3 2 1)

• And when he woke up, George felt great. His headache was gone.
• So, George went back to Martha. (parents, please fold the dollar one more time forwards)
• And he lifted up his head. (parents lift up the dollar again)
• Martha smiled and cried out. "Hurray George! You've got your head on right side up."
Real Life Heroes

And, George went on to save the country as the first President.

But where ever he went. From that day on, he remembered what Martha taught him. If you get upset, if you get all irritable and scratchy inside or feel like you’re about to explode, take a break, slow down your breathing, Don’t be a silly head. Go and rest your head. And that’s just what he did.

Does the Number 6 Have a Special Power? Let’s find out . . .

Draw a circle clockwise with your right foot several times. Keep drawing circles with your foot. Now draw the Number 6 in the air with your right hand. What happened?

Who Likes Chocolate?

Chocolate math:
1. First of all, pick the number of times a week that you would like to have chocolate (try for more than once, but less than 10).
2. Multiply this number by 2 (just to be bold).
3. Add 5 for Sunday.
4. Multiply it by 50.
5. If you have already had your birthday this year add 1762... I if you haven’t, add 1761.
6. Now subtract the four digit year that you were born. You should have a three digit number. The first digit was your original number (or how many times you want to have chocolate each week). The next two numbers should be your age.

(Note: 2013 is the only year this will work as written; add for future years...)

Centering Activities for Caregivers and Children: Movement----------Mindfulness

<table>
<thead>
<tr>
<th>STRENGTH OF EMOTIONALLY SUPPORTIVE ENDURING RELATIONSHIPS</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>High Mindfulness</td>
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<td>Medium Movement &amp; Mindfulness</td>
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<td>Low Movement &amp; Mindfulness</td>
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Real Life Heroes

**Movement-based Activities**

- Peacock feather balancing
- Juggling
- Snap-Crack-Pop
- Toasting Ball Countdown
- Rhythm and Blues
- Coffee can basketball
- Coffee can pass from child to caregiver to therapist
- Blowing Bubbles
- Yoga
- Walking Meditation

**Rhythm, Raps and Movement**

“Awake the people,
Show them they been dreamin’
Breathe. Stretch. Shake. Let it go”

-Mase

Siblings in RLH Pilot Study (2003-04) insisted on doing this at start of each session: first on two feet, then on one foot, then hopping, with hands out, palms up . . .

**Mindfulness-centered Activities**

- Breathing
- Body Scan
- Food-sensing
- Imagery
- Meditations: “May I be happy. May I be peaceful. May I learn to let go. May I be filled with lovingkindness.”


**Tree & Chair Yoga**

Stand, raise arms above to sides, as if fireman to wait.
Life arm to come together over head (tree top) as you lift leg up to waist.

- Slowly bring it back
- Sit forward in chair, back rounded
- Stand, raise arms slowly to sides, as lift knee up to waist.
- Peacock feather balancing
- Life arms to come together over head (tree top)
- Walking Meditation
- Yoga

**Mastery Activities to Counter Shame**

- Lotions Alone; gently rub lotion clockwise repeating mindfulness mantra, e.g. May I be at peace . . .
- Lotions together; gently rub lotion clockwise repeating shared mantra, e.g. ‘I love you. I care. I will always be there . . .’
“Pride is the antidote to shame.”
– Judith Herman

Step by Step

Count off into small groups: 1, 2, 3... Then within groups, for first play:

1–Child
2–Caregiver
3–Therapist
4–Coach

Watch one
Do one
Teach one

Practice

ROLE PLAY #1: COACH’S CHEAT SHEET

- Safety Messages: I’m going to count on you to stop me. How do you let people know when you don’t want to talk?
- Thermometers: Scan over your body, from your toes up to your head: how would you rate how relaxed or stressed you feel?
  - How much control do you feel?
  - Mad, Sad, Glad, and Feel Safe
- Circles: Who are the most important people for you? Circle those you feel you can trust to share the best times you had and the worst
- Centering: Feathers with step breathing and SOS
  - Ask Caregiver to count how long child can breath
  - Model 6-step breathing
- Magic/Hopefulness: clockwise circles and the #6: hot dog fingers

Meet the Children: Rachel
(17 Months Old)

Since being placed in foster care, Rachel has shown little interest in food and has lost a pound.

- Rachel used to say mamma, dadda, babbie, hi, and bye-bye, but has stopped talking.
- Rachel often stands by the door or window, silently looking around as if waiting for someone.

Meet the Children: Tommy
(4 Years Old)

Tommy plays repeatedly with a toy police car and ambulance, crashing them into each other while making the sound of sirens wailing.

- When his foster father tries to change Tommy’s play, Tommy screams and throws the police car and ambulance.
Real Life Heroes

Meet the Children: Andrea (9 Years Old)
Andrea enjoys reading with her foster father. One day, while she was sitting on his lap, she began to rub herself up and down against his chest.

- Shocked and startled, Andrea’s foster father pushed her away, roughly telling her to “Get out of here!”
- Andrea ran to her room, sobbing, “Why does everyone hate me?” and began frantically packing her suitcase.

Meet the Children: James (12 Years Old)
James is withdrawn and unresponsive with his foster parents. When asked what he wants, he says “whatever” and slugs his shoulders.

- James has been failing classes at school and hanging out with kids who dress in black.
- When James moved in, his foster parents asked if he wanted to put up some pictures of his grandparents:
  - “No, I don’t. Leave me alone!” he snapped, and retreated to his bedroom.

Foster creative expression for each workbook page

• Begin by having the child select a special color to sketch as a free spontaneous and simple image, then accentuate details, e.g. asking the child what the figure reminds them of, and then encouraging the child to accentuate those features, or possibly to shape an initial sketch into a living being, a plant, an animal, or a person.
• Identify tone of voice accompanying this image or encourage child to experiment with different intonations.
• Tap out a rhythm and intensity to match a feeling (e.g., with magic wand or xylophone mallet).

Match tone of voice with a note from the xylophone or keyboard and, if desired, experiment with other 2-3 other notes that blend with the first note thereby creating a chord selected by the child to match a particular feeling or task from the workbook. Later, this can be expanded to include two notes or three note chord. Alterations in patterns of the notes within chords can then be utilized to generate simple, short melodies. Repetitions of two or three chords can also be utilized to create a mood or feeling.

• Demonstrate drawing or feelings with Action Pose and promote bodily awareness of each feeling.

Identify feelings expressed with drawings, rhythm, chords, and movement using words.

• Invite child to enlarge significant stories from drawings, music, or Action Pose to include a Beginning, Middle (the scene pictured), and Ending.
• Encourage child to add to stories about their drawings, music, or movements, where possible, with open-ended questions that enlarge a child’s perspective.
• Highlight positive beliefs stressing strengths and coping with problems.
• Gently challenge dysfunctional beliefs by building on strengths, caring for others, normalizing experiences.

WHO’S ON YOUR BAND AID?

Think of a personal hero for yourself

Think of a personal hero for yourself

Think of a personal hero for yourself

Think of a personal hero for yourself

Think of a personal hero for yourself

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Emotions and Movement

“The brain is an organ of and for movement.”
-Roger Sperry, 1962, p. 298

Emotion is from the Latin, movement.
Emotions:
- serve to elicit movement, to help an animal get out of a way of harm with negative emotions and moving toward positive sources with positive emotions
- represent sensory feelings that elicit and guide action

In Traumatic Grief, for example, the child is unable to reminisce about the person lost because of the pain involved. Being unable to remember blocks acceptance and normal grief and healing. This can be especially difficult when memories are tied to violent events.

“...it is difficult for a child to reminisce...when an image of...mutilation is what first comes to mind” (p. 7). This is the essence of the current concept of childhood traumatic grief.”


PTSD = TRAPPED IN TERROR
(Helpless to Escape)

Real Life Heroes engages family members and caring adults in the community to become stronger together to escape feeling helpless and trapped within cycles of traumatic stress reactions (crisis after crisis).

“When I get really upset my brain is dead. When I am not so upset my brain comes back.” 11 year old boy severely abused prior to adoption*

*courtesy J. Henry, 2010
Real Life Heroes

"I will get stronger. I will return."

-Congresswoman Sally Giffords

Movement and Arousal

Tension is often a precursor to movement.

-Pat Ogden

Children with traumatic stress sense of danger in their bodies. Very hard to change, even if adults say it’s okay now hard to get prefrontal cortex to calm the limbic system after activation.

Often, this reflect how protective movement was blocked during traumatic events and continues to be blocked.

Mindful attention to regulate arousal (van der Kolk)

Step by Step:
1. Take client’s movement/posture:
2. Direct awareness to body action:
   e.g. explore how child takes a breath, grounding, pushing away, reaching out
3. Normalize typical patterns of response:
   1st: try to reach out (social engagement);
   2nd: try to cope (fight, flight);
   3rd give up, freeze
4. Use our bodies to show us other options

Movement activities:

- Exaggerate a posture to bring out feelings and meanings and then share with rhythm and tonality.
- Try opposite movement to develop options/resources.
- Ask child: “How does your body want you to move?”
- Help client appreciate the wisdom of his/her body.
- Can explore when child is secure enough: “What would have happened if child had enacted a different movement/posture during traumatic events?”

5. Practice options:

- Self containment: cross arms, push outward on knees with knees pushing back; or push from outside of knees;
- Try out different body postures: open arms to try openness when safe

Tip: Counteract repetitive negative thinking by focusing on one’s body.

Intrusive thoughts lead to dysregulation

Storytelling: Movement Component

PATIENTLY PERSISTENTLY GOING BACK TO THE BODY, CAN LEAD TO WHOLENESS WHILE FOCUSING ON CONTENT MAY NOT BE POSSIBLE. THE CHILD’S BODY MAY BE UNABLE TO CAN’T TRANSLATE EXPERIENCES INTO WORDS BUT CAN SHOW WITH MOVEMENT. (OGDEN AND ROBERTS)

EXPERIMENT WITH DIFFERENT MOVES

NO WRONG MOVES

Tip: Counteract repetitive negative thinking by focusing on one’s body.
**Goal:** Increase bodily regulation to a point where child feels safe to grow, play, explore, become curious again . . .

- Decreases urgency to react
- Decreases rage at external sources,
- Decreases blaming

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**Psychoeducation Component**

**DIFFUSE SHAME AND BLAME WITH EDUCATION ON TRAUMA**

- For Children: Traumatic Stress and the HEROES Challenge
- For Adults: Handouts from the Resource Parent Curriculum

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**TRAUMATIC STRESS**

**Tough Times** start the alarm bells ringing in our bodies. That's a good thing. We feel our stomachs get tighter, our hearts beating faster, our arms and legs get ready for action. These are like little Knots that wake us up to start thinking and do something to solve a problem.

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**Power for heroes means using our whole selves, our whole bodies from the tip of our toes to the thinking power of our brains.** Power means self awareness and self control, the ability to use our strength to reach our goals. We call it Personal Power because it's ours, but only if we want to own it and use it. Personal Power is a skill, just like learning to ride a bike or shoot a basket, a skill we can grow stronger and stronger, as strong as the alarm bells that warn us of danger.

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**Every day, every year, we can grow our Personal Power and become stronger and smarter.** Children learn to take control of their bodies and make things better from the time they are born. Babies cry and someone who cares for the child, a mother, a father, a grandpa, a grandma, comes and makes them feel better. The caring adult calms the child down. Later, as the child grows bigger, caring adults and children learn to calm down together. That's called co-regulation, which really means a simple thing, adults who care about a child help a child stay safe and feel better.

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And, when the child grows bigger, the child learns to calm down by him or herself. That's called 'self-control' or 'self-regulation.' But, the truth is, no matter whether you are 2 years-old or 22 or 62, 'people need people.' Girls and boys, mothers and fathers, grandparents, aunts, uncles, teachers, police officers, even presidents, need other people. It's just the way it is.

Personal Power also means knowing everyone gets worried sometimes. Worries and fears are natural. They give us energy. With Personal Power, we can think and plan and solve problems. And, we can get help from safe, caring adults and friends. With Personal Power, we can help ourselves and the people we care about.

But, sometimes the tough times are so horrible that our stomachs may start to ache. Our hearts feel like drums beating faster and faster until they feel like they might explode; and our arms and legs feel so tight they may burn. We may feel stuck, helpless, no good, or terrified. Things may seem especially horrible when tough times keep happening over and over. Our heads may hurt and everybody and everything may seem unfair and rotten. That's when our Knots may grow bigger than our Personal Power. The Alarm bell seems to grow.

All of us, every man, woman, girl, and boy, have alarm systems inside of us. Our brains are made to keep us safe. So, when we sense danger, the inside of our brains starts sending 'danger' signals that act like alarm bells. For children and adults who have lived with scary or dangerous things happening, the alarm bells can be very loud and go on for a long time. And, if the scary or dangerous things happen over and over, it may feel like no time is really safe and that the alarm bells will be ringing forever and ever.

When the alarm bells are ringing loud, our brains go into survival mode to keep us alive. The lower part of our brains takes over to help us escape danger in three ways, sometimes called the 3 F's: Fight, Flee, or Freeze. We may hit or kick (Fight). We may run away (Flee); but if we can't fight, and, if we can't run away, we may run away in our minds (Freeze) and feel like we're not really there. Our bodies may be frozen but in our minds, we may escape what seems too horrible to live through.
Fleeing, Fighting, or Freezing can help us survive in the short run; but, at the same time, we are so busy fighting, running away with our bodies, or running away in our minds, that we can’t use our whole brains. And, when this happens, we can’t act as smart as we can really be. We also miss out on learning other ways to make things better.

And, that’s when it’s easy to ‘Blow your Top,’ ‘Lose your Mind,’ and ‘Get in Trouble,’ even when you don’t want to. It may feel like you can’t turn the alarm off, or the bad memories about what happened, things that may seem too hard to say out loud. And, the only thing you can think to do is to Run Away, Hit, Kick, fight someone, or if that doesn’t work to Run Away, or just Freeze and try to forget about everything and everybody.

That’s Traumatic Stress.

Traumatic Stress and the Heroes Challenge; Caregiver Addendum

Use your understanding of the brain to help your child

Trauma Symptoms and the Brain

Secure: Whole brain
Alarm Mode: Limbic
Reacting: Limbic—Brain
Stem: Flee, Fight, Freeze
Adapted from Perry 1995

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Heroes know that staying calm and in control is a skill that can be learned and improved step by step, day by day, year by year. It's very much like learning to ride a bike. It may seem hard, or even impossible at first, but then, with a lot of practice, it becomes easy. You can grow your Personal Power and keep traumatic stress from taking over your mind and body by practicing skills using your breathing, your eyes, ears, and other senses, and your mind.

**SOS** for Stress is one tool you can use to stay in control: three simple steps to reduce stress and make things better:

1. **Slow Down**
2. **Open Your Eyes**
3. **Seek Help and Help Others**

The first step is to learn how to focus your mind and body so you can be in control to do what you want to do, to get where you want to go, and to learn to do this anywhere you may be.

The second step is to open your eyes to who and what can help you. When bad things happen, it's easy to miss all the good things and good people that can help at home, at school, night or day, wherever you are.

The third step is to get help when you need it. Heroes know that you don't succeed very well alone. Heroes get help and give help. Heroes help other heroes.
Now comes the hard part. Saying it, even writing it down, isn’t enough. You have to do it.

Just like learning to make a winning jump shot or play a guitar, it takes practice. And, sometimes, the more tough times you’ve had, the more practice and help you need. It’s like learning to ride a bike, or shoot a basket. At first, to a little child, it seems very hard. And, even a strong boy or girl may fail if they feel stressed. But then, with a lot of practice and a helpful guide, suddenly, it clicks. You can do it.

So, let’s practice SOS:

**SOS**
Slow down: six-step breathing & body-scan.
Open your eyes: who and what can help.
Seek support & support others.
Heroes use the tough times in their lives to learn, to grow, to help others, and to get help for themselves.

Slow Down: Slowly scan over your body from the tip of your toes through your feet, ankles, knees, thighs, hips, stomach, chest, arms, and up your neck to your mouth, and all over your head to the very top. It’s okay whatever your are feeling. If you feel tight or tense anywhere, just notice it. Remember your body is helping you by alerting you when you need to do something to make things better. Now, see what happens when you focus your mind on your breathing. Breathe in and out, slower and slower. Count: 1, 2, 3 as you breathe in. Fill up your whole body from the tip of your toes to the top of your head. Then let it go. Let the air flow back out as you count backwards: 3, 2, 1. It’s like a circle. Breathe slowly in through your nose: 1, 2, 3 and then let the air go back out through your mouth: 3, 2, 1. It sometimes helps to imagine the air flowing in warm and gentle (1, 2, 3) until it touches any parts in your body that feel a little tight or tense. Then, when the air flows back out (3, 2, 1) it takes all the tightness away. You can also practice tightening your body as you breathe in (1, 2, 3) and then letting your body relax when you let the air out (3, 2, 1).

Open your eyes: Focus on ‘right now,’ in this place. Wiggle your toes. If you are sitting down, feel the chair holding you up. Notice who’s around who could help you. Look for people you like and trust. Then, look for what’s around you that could help, things that could help you stay calm and do what you need to do. Sometimes, it may seem like you are all alone, that no one cares, or no one will help.

Opening your eyes also means opening your mind and remembering people who helped you in the past. People who loved and cared about you. Take a piece of paper and draw a picture of someone who made you feel warm, and good, and cared for. Or, draw a time picture it clearly. Try to remember how you felt in your body, how the people around you looked. Then, next time you practice your breathing, see if you can bring up this picture. See if you can bring that same feeling into your body as you breathe in (1, 2, 3).
Seek support and support others: Practice asking for help learning something. Ask someone in your family, a teacher, or a friend who knows how to do something you’d like to do better, like making a jump shot, throwing a football, hitting a curve ball, figuring out how use an app, learning to do algebra, or a magic trick. It can be something fun or something for school. Asking for help can make other people feel good. And, you can learn who is able and willing to help you. That way, if things get tough, you’ll know who can help. And, while you are trying this out. Think about some ways you can help the people you care about. Do something that helps someone else. Surprise someone. Then, notice how you feel when you help. After you’ve practice SOS for Stress for several days, you can make your SOS skills even stronger. That will help you stay calmer, even in tough times. It’s all about using your mind and your body.

Now, add some action:

**Eyes:** Look at a photograph of someone or something that makes you feel peaceful. Look at plants or flowers. Find something in every room and every place you go, that makes you feel good inside.

**Ears:** Listen to relaxing music, or even the music in a favorite person’s voice. Sing along with a feel good song. Tap a rhythm or play a an instrument.

**Taste buds:** Treat yourself to a tasty, soothing drink (e.g. hot chocolate or herbal tea). Sip slowly, as slowly as you can, and discover how good it tastes.

**Nose:** Sniff as you sip or pull out your favorite perfume. Sniff flowers, a spice, or a favorite treat.

**Touch:** Smooth a rich peaceful smelling lotion on your hand. Take a warm bubble bath, pet a friendly animal, rub a soft piece of fabric.

**SAFETY FIRST**

Three Things I Can Do to Stop Code:

1. ____________
2. ____________
3. ____________

My Five Senses Can Help:

**Eyes:** ____________
**Ears:** ____________
**Nose:** ____________
**Taste buds:** ____________
**Touch:** ____________

People I Can Call for Help (Name and Phone #):

**ADULTS I trust:** ____________
**Police:** ____________
**Teachers/Principal:** ____________

Remember to keep practicing your breathing and your skills to calm down all five senses. Practice at home, at school, wherever you go. When tough times happen, it’s easy to forget all the Personal Power you have. To help you remember, make a Power Card that you can put in your pocket to take with you wherever you go. Start by copying your drawing of someone who makes you feel safer and stronger or a special memory of a time when you felt safe. Then, fold the card in the middle and it’s ready to go. This card can be laminated or made into a magnet.
Each chapter of this Workbook will give you more ways you can build your Personal Power, find people to help you, find people you can help, and reduce traumatic stress. Step by step, chapter by chapter, you can become stronger by working on the Hero’s Challenge.

THE HERO’S CHALLENGE

It’s hard to face traumatic stress. In many ways, it may seem easier to stay feeling trapped or stuck, not daring to change. Heroes muster the courage to heal from their wounds and use what they learn to help other people who have to face tough times.

Who are your child’s and caregiver’s heroes?
Real Life Heroes

A Relationship-centered approach to heroes

What are their special skills?
How did they learn them?
Who helped them learn?
What are their weaknesses?
Who helped them face challenges?
What gives them courage?
How do they help other people?
What would you ask them if they came to see you?

LESSONS FROM DOGS;
Another Psycho educational Tool

One
Is a
Lonely
Number

Two
Means
Fun

Hugs
Make
You
Happy

When you’re feeling down.

Dogs
Come
Around

Pets
Bring
Out
Caring

Circle games:
“Pass ball and count backwards from 100”

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CHAPTER TWO: HEROES

Objectives:
- Develop child’s understanding of heroes by helping child to identify:
  - heroes from media, fantasy, books, popular icons.
  - attributes and actions of people acting as heroes that appeal to the child.
  - how heroes find resources and work together to create safety and overcome adversity.
  - real people in their lives who act as heroes.
- Develop child’s affect management skills with tie to heroes’ abilities and need to practice skill development.

Team Competition
Pass ball five times to each team member in shortest time
Go

With Adolescents
The hero framework can be addressed with a focus on individuation and adolescents’ drive to develop self-respect (Peacock & Hawkins, 2004): e.g. “What will it take for you to become a hero?” Emphasizing personal goals and choices is very important with adolescents including identification of:
- What has helped you make good choices in the past?
- What has gotten in the way of making good choices?
- Who can you count on to tell you when you are wrong and help to make things better?

Conversely, youths can be asked to respond to questions about people who give mixed messages, pressure others to get into trouble, or show disrespect to themselves or other people. Discussion questions could include (Peacock & Hawkins, 2004):
- What examples do you see in the news or in movies, stories, etc. about people who say they care but do something very different?
- Are there people in your life who said they cared but then treated you or others disrespectfully or hurt them?
- How can people manage overt disrespect?
- What can help with covert disrespect?

Who helps you make good choices and do the work necessary to succeed?
What would it take for you to become a person you respect?

For individual or group sessions, youths can be asked to make a list or draw people they respect, e.g. “Who I respect and why.” Adolescents could then be asked to discuss: “In what ways are they similar to the people they respect? And, what would it take to become the ‘best possible you’ (Peacock & Hawkins, 2004)?
Real Life Heroes

**Strategies:**
- Therapist explores characters from books, movies, TV shows, athletes, artists, and other people in the media that child admires.
- Therapist explores child’s understanding of heroic individuals associated with child’s ethnic group and heritage; child offered selection of storybooks including heroic individuals from own ethnic background.
- Highlight how heroes develop skills over time with practice including recognition of hero’s own fears and weaknesses in every story and how heroes work with allies to overcome obstacles and make up for their own transgressions and problems.

**Challenge Children:**
1. Test safety Plans
2. Build Hero Skills
   - Affect Recognition, Modulation, Expression
   - Self Control: Goals, Planning, Reasoning
   - Life Story: From Victim (victimizer) to Hero
   - Grow Positive Self Image by:
     - Helping Others
     - Developing Skills

**Tough Times**
- **Reminder**
  - Distress
  - Re-Experiencing
  - Dysregulation
- **Trapped**
  - Self-blame
  - Shame
  - Depression
- **Re-enactment** (old coping)
  - New Trouble

**Make a New Plan, A Personal Power Plan**
- **Reminder**
  - ‘SOS’
- **Personal Power**
  - Change the Game: Caregivers + Youths

**Complete Personal Power Plan:**
- One for caring adult
- One for child
- One for practitioner

**Practice the Plan**

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Personal Power means
‘Action’

Practice

Teamwork

Real Life Heroes

Youth Power Plan

Name:  Age:  Date:

There are some special things about me. (Skills, talents, interests, things I like to do, what I enjoy doing)

There are some people who are important to me, care for me, or help me learn important skills.

There are some of the best things that happened for me and my family.

What Happened? Who Was With Me:

<table>
<thead>
<tr>
<th>What Happened?</th>
<th>Who Was With Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are some things I do or feel when I am starting to lose self-control (Warning Signs):

<table>
<thead>
<tr>
<th>What Happened?</th>
<th>Who Was With Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Checklists adapted from Foster Family Programs of Hawaii FFP Respite/School Tool

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Objectives:
- Child will explore the qualities that comprise a hero and identify individuals that they feel are heroes. Child will identify their own strengths, interests, character traits, and resiliencies in effort to create a “Hero Cape” and identify themselves as a hero to themselves and others.
Real Life Heroes

Materials:
- Pencils
- Markers
- Felt
- Scissors (used with supervision/assistance of staff)
- Fabric Glue (used with supervision/assistance of staff)
- Pom-poms
- Ribbon
- Items brought from home (future session)
- Large post-it paper or flip chart
- Drawing paper

Activity Steps:
- Staff member will discuss with child(ren) the concept of heroes and capture responses on flip chart or post-it paper:
  - Child(ren) will: Identify heroes (real or fictitious) [Staff need to get both responses]
  - Staff will ask: What qualities does each hero have? (real or fictitious)
  - Child(ren) will: After discussion, staff will brainstorm and identify what makes them a hero (staff need to know this)
- Once child(ren) have adequately brainstormed these (out loud, on their own, and in writing), the next step is to introduce them to the concept of a “hero cape”...
- Staff will show child(ren) the example cape
- Child(ren) will then brainstorm the things that they will put on their cape. They must draw a basic sketch of what it will include. Staff should assist individuals as this is done.
- Last step is to create the cape using material measure and cut by staff. Allow the children to bring in personal items to include in next session.

ACTIVITY SHOULD TAKE PLACE OVER 2 SESSIONS

Real Life Heroes with Caregiver:
- Ask caregiver and child to make capes for each other showing some of the best things about each

SAFETY PLANS COMPONENTS

Safety plans need to include:
- Identification of triggers and indicators leading to past crises,
- Strategies prepared in advance to help caring adults and children stay in control,
- A list of names and phone numbers of safe caring adults child can contact in every part of child’s day: at school, afterschool programs, at home, etc.
- What each adult and child can do to prevent another cycle of violence.
- Practice and demonstrations that safety plans will be implemented.

RISKS FOR HEROES

1. PULL TO JOIN THE TRAUMA CYCLE
   - Rescuer
   - Persecutor
   - Victim

2. CRISSES CAN BECOME ADDICTIVE
5. The Myth of the Solo Superhero

4. Unreal expectations and no tolerance for our own or other's mistakes increases stress, exhaustion, and secondary PTSD

CHANGE THE GAME:

End each day at work re-membering three best things that happened.
Before going to sleep, re-member 3 best things from dayskills and attunement can help avoid becoming caught in cycles of focusing each week on the crisis of the day.

There is no such thing as a child, only a child and someone.
-Winnicott

For more information on Real Life Heroes including step by step guidelines:

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