CLINICAL FOUNDATIONS ACTIVITY PACKET

STARR
COMMONWEALTH
CERTIFIED
Trauma & Resilience
SPECIALIST
CLINICAL

Clinical Foundations Activities Packet

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ACTIVITY:
Core Values and Beliefs

What are your core values and beliefs about children? What are the core values and beliefs about children in your workplace?

_____

_____

_____

_____

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ACTIVITY: Understand Trauma's Impact

TRAUMA activates the stress response. When the brain stem is activated, do the following physical symptoms increase (▲) or decrease (▼)? Circle the arrow below that applies.

▲   Heart rate   ▼

▲   Respiration   ▼

▲   Muscle tension   ▼

▲   Blood flow   ▼

▲   Coritisol   ▼

▲   Adrenalin   ▼
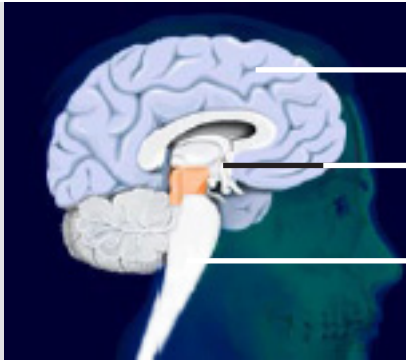
thinking brain
_____

sensory brain
_____

brain stem
_____

When this activation lasts for LESS than four weeks it is called **acute stress.**

When this activation lasts for MORE than four weeks it is called **postraumatic stress.**

When stressed, the Thinking Brain:

☐   WORKS WELL or ☐   DOES NOT WORK WELL

Name or describe three symptoms of trauma as a result of the stress impact on the Thinking Brain:

1. _____

2. _____

3. _____

When stressed, the Sensory Brain:

☐   WORKS WELL or ☐   DOES NOT WORK WELL

Name or describe three symptoms of trauma as a result of the stress impact on the Sensory Brain:

1. _____

2. _____

3. _____

Students in trauma often react by engaging in fight, flight, or freeze responses.

Describe a student experience for each of the responses in the appropriate boxes below.
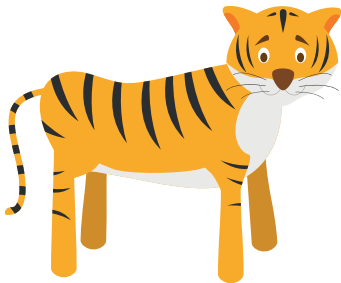
FIGHT   FLIGHT   FREEZE

ACTIVITY:
The Animals Inside of Me

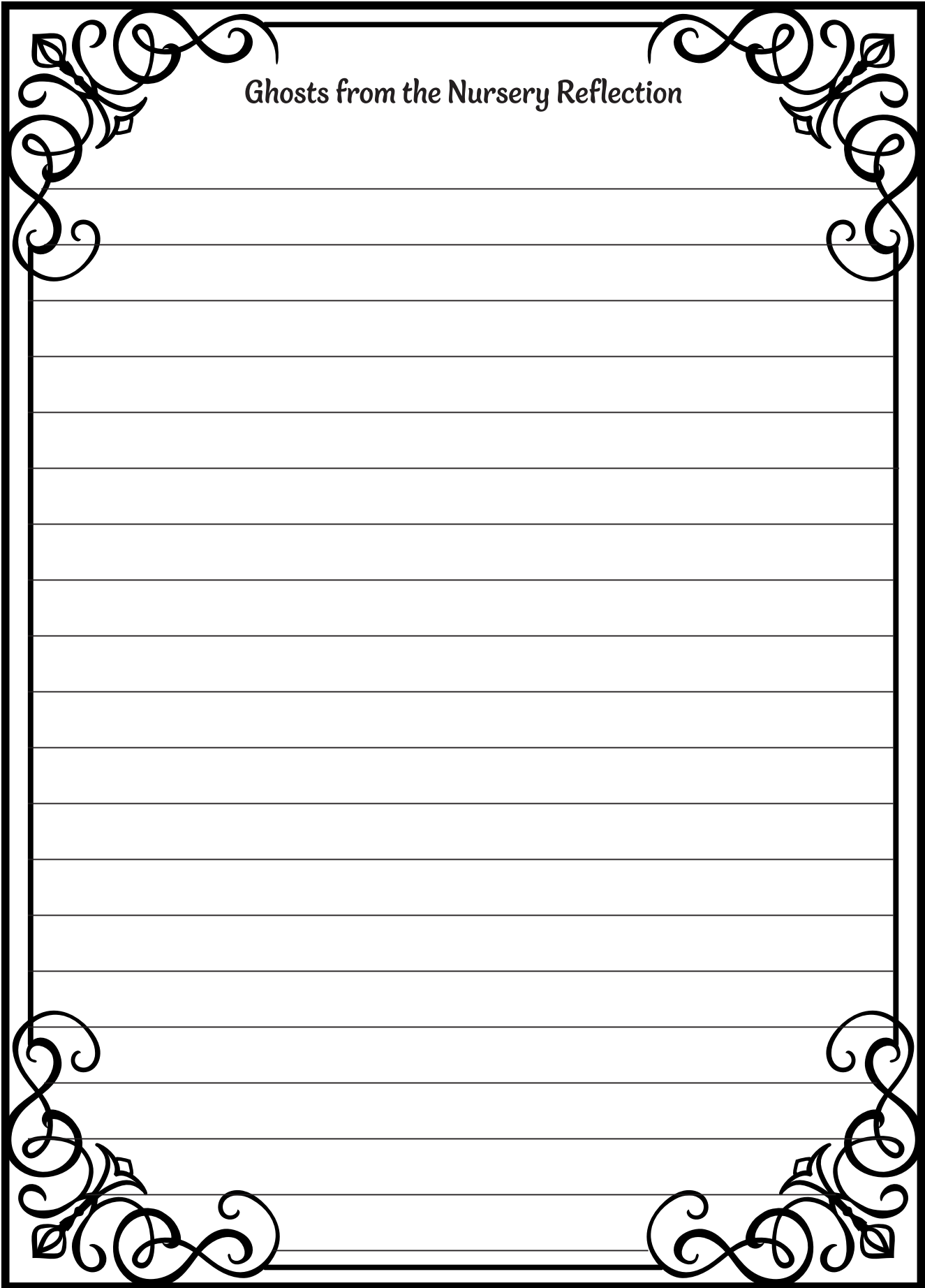How are you like a meerkat when you're calm? Stressed?

How are you like a tiger when you're calm? Stressed?

How are you like an owl when you're calm? Stressed?

Ghosts from the Nursery Reflection

STARR
COMMONWEALTH

Trauma-Informed, Resilience-Focused
Behavior Support Plan for Children and Adolescents

Starr Behavior Support Plans with a Trauma-Informed, Resilience-Focused Lens

This guide will help you assess children and create behavior support plans while maintaining a strength-based, non-punitive approach to working with youth in all settings. Trauma-informed, resilience-focused practitioners and caregivers do not have a traditional behaviorist mindset. Instead, they view behavior as communication for youth who do not have the words to describe their past and current toxic stress and trauma experiences. Therefore, trying to change behavior is not the focus. Behavior support plans that are trauma-informed and resilience-focused observe behavior with curiosity, exploring not only the behavior itself but the underlying causes for it. They highlight the importance of private logic and universal human needs. Private logic and universal need assessments direct meaningful trauma-informed, resilience-focused behavior support plans that provide opportunities and solutions to help all children and adolescents thrive. This resource will guide you through the assessment and behavior support plan writing process.

| Common/Traditional View of Behavior Intervention Plans	Trauma-Informed, Resilience-Focused View of Behavior Support Plans
Youth choose behavior and need consequences	Youth want to do well but lack the skills to do so
Characterizes behavior negatively (i.e., manipulative)	Characterizes behavior constructively (i.e., needs relaxation strategies)
Uses labels to describe children (i.e., EI, ODD)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Maximize practice of coping skills
Academic focused	Whole-child focused (academic, social, and emotional)
Youth should already know the expectations	Teaches and re-teaches expectations using differentiation as needed
Creates systems that make youth work for support	All children and adolescents receive support regardless of their needs
Staff-centered environment	Youth-centered environment
Uses jargon with parents and non-educators	Uses language so all can understand

Private Logic

Private logic refers to how a person views themselves, others, and the world around them. There is a distinct link between a child's private logic and their behavior. Based on that logic they act accordingly. Think of private logic as an invisible backpack. In the backpack, a child carries around beliefs about themselves, beliefs about the adults that take care of them, beliefs about other people, and beliefs about the world. This logic is a result of their experiences – both good and bad over the course of their development.

If a child's experiences are rooted in fear, abandonment, and anger, their private logic is consistent with these experiences. They view themselves as helpless and powerless, they have difficulty trusting others and the world to them is a scary place. A child with this private logic might exhibit behaviors such as fighting, truancy, opposition, withdrawal, and substance abuse.

If a child's experiences are rich with comfort, connection, and love, their private logic is consistent with these experiences. They view themselves as capable and valued. They see others as trustworthy and approachable and view the world as filled with opportunities. The traits of a child with this private logic include eagerness to learn, ability to seek assistance when needed, supports others, and maintains a positive outlook even when things do not go their way.

Universal Needs

The universal needs, according to the Circle of Courage®, of all individuals for whole health are belonging, mastery, independence, and generosity. A distortion or deficit in any one or more of the four universal needs results in compromised whole health. However, when any one or more of the four universal needs is present or restored, overall well-being improves.
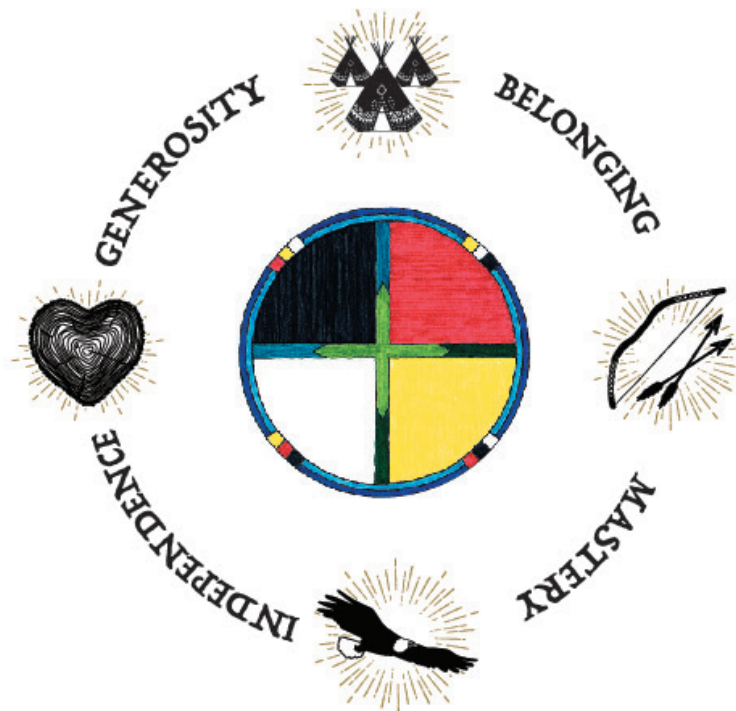
Let's Get Started!

Step 1: Function of Behavior Assessment

1.1

First, you will identify one or two challenging symptoms, reactions, or behaviors on the Function of Behavior Assessment and note them in the first box. While identification of these behaviors is part of the process, it is the least important. More important is assessing what is driving the behaviors you see. Remember, symptoms, reactions, and behaviors are your best clues to determine how to help.

Then, in the second box, identify your goals for this child. Do you want to see a reduction in the frequency, duration, or intensity (or maybe all three) for this child's symptoms, reactions, and behavior?

NOTE: You will come back to 1.2 (found in Step 4) after you complete Steps 2 and 3 to finish the FBA

Step 2: Private Logic Assessment

2.1
Private Logic Assessment Parent/Teacher/Practitioner Report
The first part of any behavior support plan should include a private logic assessment. To conduct a private logic assessment, a teacher, parent, or practitioner will answer questions about the child based upon their perception of what they believe to be true for the child.

You can do this assessment on your own, with other school professionals, or with parents. You may even want to provide the Private Logic Assessment Worksheet to several people who know the child and compare the results.

Based upon these findings, you can begin to identify prominent needs and how the child's private logic might be impacting their symptoms, reactions, and behavior.

2.2
Private Logic Assessment Youth Self-Report
Then, invite the child to complete their own Private Logic Assessment Worksheet. Here the child identifies words to describe themselves, their family, friends, school, community, and greater world around them. Then, ask the child to complete the sentence, "What I need most…" from myself, family, friends, school, community, and the world.

Step 3: Universal Needs Assessment

3.1
Universal Needs Assessment Self-Report
For each of the four categories of universal needs, there are sub-categories to assess.

- Belonging: family, school, peers
- Mastery: strengths, supports, engagement
- Independence: self-regulation, self-efficacy, self-discipline
- Generosity: empathy, altruism, a caring community

Students check each box that applies to their life. All checks represent strengths and resources for this student. To score, find the sum of each box checked for each of the four categories (belonging, mastery, independence, and generosity).

NOTE: An alternate approach is to ask school professionals, parents, and/or caregivers to complete the checklist on behalf of the student based upon what they imagine the student perceives about themselves.

Use the scoring form to determine the level of resilience for each of the four universal needs as well as a total resilience score for the child.

3.3 Universal Needs Assessment Staff Report

The Universal Needs Assessment Staff Report helps assess if a student's universal needs are being met. The tool does this by identifying common developmental milestones within each of the universal need categories. Typically, depending upon the behaviors you observe, you can determine if a student has met developmental milestones within that category or if they are still developing in that category.

For example, if the universal need of belonging is being met for a student, you will observe that they make friends easily, are cooperative, and trust others. If belonging is not met, you will observe behavior that they are still developing in that area. For example, if the student seeks attention, craves approval, clings to others, joins a gang, engages in promiscuous behavior, alienates, and is suspicious of others then they have not met the developmental milestones consistent with meeting the universal need of belonging.

In each of the four universal need categories, mark the boxes that describe behavior you observe in the student. Then find the sum of the marked boxes for columns 1 and 2 (B1, B2, M1, M2, etc.). Use the scoring form to further identify which categories (or all in some cases) the student might benefit from opportunities to help them develop the milestones that indicate they have that universal need met.

You may see all categories met or some met and some still developing. This is normal. The Behavior Support Plan that follows provides specific strategies to help provide students with experiences in the areas that are still developing.

Step 4: Review Function of Behavior Based Upon Private Logic and Universal Needs

The most important portion of this part of the support plan is to connect the student's private logic and unmet universal needs to their behavior. Remember, behavior is the communication we use to help us better understand the student's private logic and unmet needs.

- How does the student's private logic and/or unmet universal need(s) appear to influence the unwanted behavior(s)? Reflect and add your notes to the 3rd box of the Function of Behavior Assessment.

Step 5: Strategies to Support Needs

A trauma-informed, resilience-focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the student's private logic and unmet needs. Now that you have a good assessment of the child, you can identify areas of support needed. For each of the universal needs, there are intervention strategies identified. Any one child may require one or several strategies within each of the four categories.

Complete all strategies you will use to support the child's needs making sure to complete how it will be implemented, who will complete each strategy, and any resources needed.

Step 6: Behavior Support Plan - Summary at a Glance

You may wish to provide a brief summary of the behavior support plan.

Step 7: Plan and Measuring Progress

Here you identify how you will evaluate the effectiveness of the strategies identified to support the student's needs and a plan for following up to look at data and measure progress.

First identify how you will measure progress. Then, identify when you will reconvene and how often you will follow up thereafter.

To measure progress, be sure to look for changes in the frequency, intensity or duration of behavior, symptoms, and reaction. Ideally, you want to see reductions in any one or more of those categories. Remember, progress should be celebrated not when the behavior, symptom or reaction is gone but rather when there are improvements in the frequency, intensity, or duration of them.

STEP 1: **Function of Behavior Assessment**

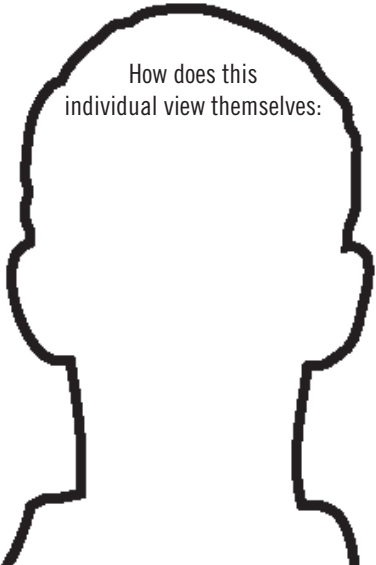Child's Name _____ Date _____

1. What are this child's challenging symptoms, reactions, behaviors? List no more than 3-5 to start.
2. What are the goals? Do you want to see a reduction in behaviors, symptoms, or reactions? Reduction in frequency, duration, intensity? Be as specific as possible.
3. How do private logic and universal needs being met impact this child's symptoms, reactions, behavior?

10

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

STEP 2.1: Private Logic Assessment Parent/Teacher/Practitioner Report

Directions: Think about this child and complete the top half of the assessment using adjectives to describe the way you believe the child views themselves, others, and the world. Then answer the questions listed in the bottom half of the assessment.

How does this individual view others:

How does this individual view themselves:

How does this individual view the world (classroom, school):

How does the child's private logic appear to impact the child's behavior, symptoms, or reactions?

Based upon this individual's private logic, what does this individual need most from peers/siblings?

From adults?

From the community, etc.?

STEP 2.2: Private Logic Assessment
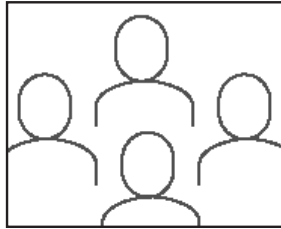### Youth Self-Report

Child's Name_____ Date _____
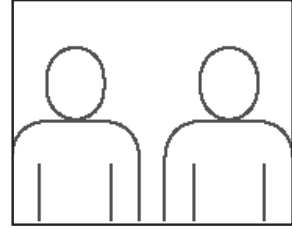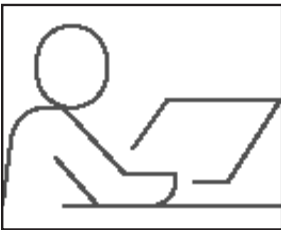
Use at least two words to describe:

Yourself

_____

_____
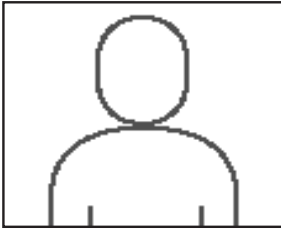
Your Family

_____

_____

Your Friends

_____

_____

School/Class
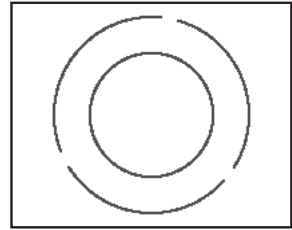
_____

_____

Community

_____

_____
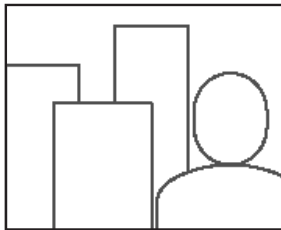
The World

_____

_____

What I need most from...

Myself _____

Family _____

Friends _____

School _____

Community _____

The World _____

STEP 3.1: Universal Needs Assessment Self-Report
Page 1 of 3

The universal needs for all individuals are belonging, mastery, independence, and generosity.

Child's Name_____ Date _____

Directions: In each of the categories check each box that you believe applies to you.

BELONGING

Family

☐ I get along well with my parent/caregiver.

☐ My parent/caregiver wants to know where I am.

☐ I feel very close to at least one adult.

☐ My family often shows that they love me.

School

☐ I feel like I belong in school.

☐ Individuals feel like they belong at school.

☐ Teachers treat me fairly.

☐ There is at least one adult in school I trust.

Peers

☐ I have a close friend I can trust.

☐ My friends accept kids who are different.

☐ My parents approve of most of my friends.

☐ Most kids I know are kind to others.

_____

☐ Total number checked BELONGING

INDEPENDENCE

Self-Regulation

☐ I can keep calm when I get overwhelmed.

☐ I control my temper and emotions.

☐ I am learning to think before I act.

☐ My sense of humor gets me through hard times.

Self-Efficacy

☐ I am confident and feel in charge of my life.

☐ I can give my opinion even if others disagree.

☐ I don't easily get discouraged if things go wrong.

☐ If I have a problem or conflict, I usually can solve it.

Self-Discipline

☐ I think for myself and am not easily misled by peers.

☐ I usually get along well with the person in charge.

☐ I can stick to a difficult task.

☐ I am developing life goals and planning my future.

_____

☐ Total number checked INDEPENDENCE

STEP 3.2: Universal Needs Assessment Self-Report
Page 2 of 3

MASTERY

Strengths
- ☐ I usually pay attention in school.
- ☐ I try to learn from my mistakes.
- ☐ I am curious to learn new things.
- ☐ People can become smart by studying and practicing new skills like math, reading, and writing.

Supports
- ☐ My family is very interested in my school success.
- ☐ My friends encourage me to do my best in school.
- ☐ My teachers expect me to work hard and succeed.
- ☐ My school has many opportunities for learning.

Engagement
- ☐ Most of my school subjects are interesting.
- ☐ I participate in one or more of the following: sports, music, art, or hobbies.
- ☐ I like to read, even outside of school.
- ☐ School teaches me skills that will be useful later in life.

_____

Total number checked MASTERY

GENEROSITY

Empathy
- ☐ It bothers me when people are mean to others.
- ☐ If I do things that hurt others, I feel bad afterwards.
- ☐ I can usually understand what others are feeling.
- ☐ I can see another's point of view.

Altruism
- ☐ I help a lot at home and with my family members.
- ☐ If my friends are upset, I usually try to help them.
- ☐ I try to forgive others rather than hold a grudge.
- ☐ I like to volunteer to help others.

A Caring Community
- ☐ In my family, we help one another through hard times.
- ☐ Adults in my school really care about their students.
- ☐ Individuals try to help others and make all feel welcome.
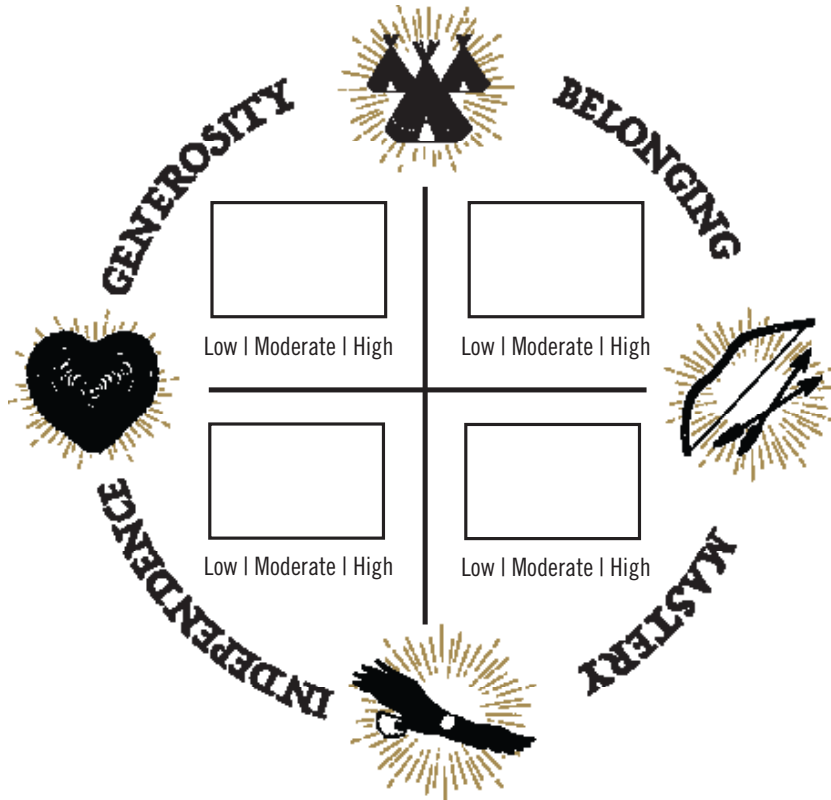- ☐ No one has the right to hurt anyone, and all should help.

_____

Total number checked GENEROSITY

Universal Needs Resilience Assessment Self-Report Scoring Form
Page 3 of 3

Child's Name_____ Date _____

Directions: Enter total scores from each of the universal needs from the Self-Report Assessment worksheet in the corresponding boxes in the circle below. Refer to the Universal Needs Resilience Scoring Scale below and circle high, moderate, or low for each universal need to find the resilience score for each category.

GENEROSITY

BELONGING

INDEPENDENCE

MASTERY

Low | Moderate | High

Low | Moderate | High

Low | Moderate | High

Low | Moderate | High

Universal Needs Resilience Scoring Scale

HIGH RESILIENCE: 9-12 | MODERATE RESILIENCE: 5-8 | LOW RESILIENCE: 0-4

Total Resilience Scoring Scale

Directions: Enter the corresponding scores from the circle in the boxes below and add them together. The sum is the child's Total Resilience Score. Refer to the scoring scale below to determine high, moderate, or low resilience.

Belonging		**Mastery**		**Independence**		**Generosity**		**TOTAL RESILIENCE SCORE**
	+		+		+		=	

Low | Moderate | High

Resilience Scoring Scale

HIGH: 32-48 | MODERATE: 16-31 | LOW: 0-15

STEP 3.3a: Universal Needs Staff Assessment

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

Directions: Mark each box that describes this child. Add the total number of marks under each category list.

	— 1 MILESTONE MET —	— 2 STILL DEVELOPING / NOT YET DEVELOPED —	
BELONGING	☐ Attached ☐ Able to form and keep friends ☐ Cooperative ☐ Has close relationships ☐ Trusts others ☐ **BELONGING 1 TOTAL**	☐ Attention seeking ☐ Clingy ☐ Craves approval ☐ Promiscuous ☐ Gang involvement ☐ **BELONGING 2 TOTAL**	☐ Alienated ☐ Withdrawn ☐ Affectionless ☐ Rejected ☐ Suspicious
MASTERY	☐ Achieves often ☐ Problem solver ☐ Creative ☐ Resilient ☐ Motivated ☐ **MASTERY-1 TOTAL**	☐ Overachiever ☐ Cheats ☐ Delinquent skills ☐ Repeats tasks over and over ☐ Over competitive ☐ **MASTERY-2 TOTAL**	☐ Achieves below potential ☐ Unmotivated/"lazy" ☐ Avoids risks ☐ Gives up easily ☐ Failure oriented
INDEPENDENCE	☐ Autonomous ☐ Self-control ☐ Assertive ☐ Responsible ☐ Leadership skills ☐ **INDEPENDENCE-1 TOTAL**	☐ Rebellious ☐ Overly controlled ☐ Manipulative ☐ Reckless/macho ☐ Bully ☐ **INDEPENDENCE-2 TOTAL**	☐ Lacks confidence ☐ Lacks control ☐ Easily misled ☐ Irresponsible ☐ Powerless
GENEROSITY	☐ Selfless ☐ Concern for others ☐ Caring ☐ Compassionate ☐ Empathic ☐ **GENEROSITY-1 TOTAL**	☐ Follows others ☐ Forces help on others ☐ Overly involved ☐ Overindulgent ☐ Belittles or degrades self ☐ **GENEROSITY-2 TOTAL**	☐ Not sociable ☐ Inflated sense of self importance ☐ Not willing to accept responsibility for actions ☐ Hardened ☐ Lying

Adapted from L. Brendro, M. Brokenleg and S. Van Bockern. 1990, *Reclaiming Youth At Risk: Our Hope for the Future.*

STEP 3.3b: Universal Needs Staff Assessment Scoring Form

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

Directions: Transfer the scores from the Universal Needs Staff Assessment report into the corresponding boxes below. Refer to the matrix for a description of each score based upon the characteristics you have used to describe the child. Characteristics may represent developmental milestones met or still developing for each universal need category.

	– 1 MILESTONE MET –		**– STILL DEVELOPING/NOT YET DEVELOPED –**	
BELONGING	**0-1**	No to little characteristics demonstrating milestones for BELONGING.	**0-3**	All or most developmental milestones for BELONGING MET.
	2-3	Some characteristics demonstrating milestones met for BELONGING.	**4-6**	Some developmental milestones for BELONGING MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for BELONGING.	**7-10**	Student is still STILL DEVELOPING many milestones to have universal need of BELONGING met.
B ▶	**BELONGING-1 SCORE** [＿＿]		**BELONGING-2 SCORE** [＿＿]	
MASTERY	**0-1**	No to little characteristics demonstrating milestones forf MASTERY.	**0-3**	All or most developmental milestones for MASTERY MET.
	2-3	Some characteristics demonstrating milestones met for MASTERY.	**4-6**	Some developmental milestones for MASTERY MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for MASTERY.	**7-10**	Student is still STILL DEVELOPING many milestones to have the universal need of MASTERY met.
M ▶	**MASTERY-1 SCORE** [＿＿]		**MASTERY-2 SCORE** [＿＿]	
INDEPENDENCE	**0-1**	No to little characteristics demonstrating milestones for INDEPENDENCE.	**0-3**	All or most developmental milestones for INDEPENDENCE MET.
	2-3	Some characteristics demonstrating milestones met for INDEPENDENCE	**4-6**	Some developmental milestones for INDEPENDENCE MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for INDEPENDENCE.	**7-10**	Student is still STILL DEVELOPING many milestones to have the universal need of INDEPENDENCE met.
I ▶	**INDEPENDENCE-1 SCORE** [＿＿]		**INDEPENDENCE-2 SCORE** [＿＿]	
GENEROSITY	**0-1**	No to little characteristics demonstrating milestones for GENEROSITY.	**0-3**	All or most developmental milestones for GENEROSITY MET.
	2-3	Some characteristics demonstrating milestones met for GENEROSITY.	**4-6**	Some developmental milestones for GENEROSITY MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for GENEROSITY.	**7-10**	Student is still STILL DEVELOPING many milestones to have the universal need of GENEROSITY met.
G ▶	**GENEROSITY-1 SCORE** [＿＿]		**GENEROSITY-2 SCORE** [＿＿]	

Individual Name _____ Date _____

Trauma-Informed, Resilience-Focused Behavior Support Plan – Belonging

A trauma informed, resilience focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the individual's private logic and unmet universal needs. For each of the universal needs, there are intervention strategies identified. Individuals will often require multiple strategies within each of the four categories. Directions: Identify the intervention strategies that will benefit the individual. Complete entire row associated with each intervention strategy identified.

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Greet the individual by name every day.			
☐ Ask the individual what they want to be called and if they have a nickname.			
☐ Make intentional connections for the individual with at least 2 adults and 2 peers.			
☐ Join a team/group.			
☐ Provide an abundance of opportunities for individual to connect with one another through structured and unstructured activities.			
☐ Role-model and practice valuing diversity.			
☐ Say, "I understand why you did that. Now let's work together to help you respond in a more positive way."			
☐ Identify individual's interests and hobbies.			
☐ Find something you have in common with the individual.			
☐ Offer regular but genuine praise and positive encouragement to the individual.			
☐ Teach and role play social skills.			
☐ Respond to individuals bids for connection.			
☐ Check-in with individual frequently.			
☐ Lunch with staff.			
☐ Pair up with peers who have similar interests to become experts.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Mastery

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Post and review community rules regularly.			
☐ Staff: "What am I teaching and reinforcing?"			
☐ Staff: "Do all individuals understand the rules and have the capability/social skills to carry them out?"			
☐ Teach tasks in small chunks individually or in groups with peers.			
☐ As individual understands content, celebrate the success and then move on.			
☐ Conduct a strengths inventory and offer more opportunities for the individual to engage in experiences that support that strength.			
☐ More computer/coloring or drawing/reading time.			
☐ Put in a group with similar strengths and allow them to work together.			
☐ If good at something, ask them to model that skill for others, or help another individual to learn it.			
☐ Report good news to stakeholders.			
☐ Connect individual with a mentor or tutor.			
☐ Re-teach if an individual does not understand.			
☐ Check-in with individual frequently.			
☐ Lunch with staff.			
☐ Teach study skills.			
☐ Point out strengths regularly–be specific.			
☐ Ask if they do chores at home—if not, parents should engage them in a few they can complete easily, when possible.			
☐ Involve in community activities, lessons, and sports.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Independence

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Post and review community expectations rules regularly.			
☐ Provide schedule for individual.			
☐ Allow individuals input into daily schedule.			
☐ Pay careful attention to changes.			
☐ Give choices whenever possible.			
☐ Encourage individual to take on appropriate challenges.			
☐ Ensure individual knows it is acceptable to seek help – independence does not mean they are "on their own."			
☐ Teach and practice body awareness using body maps.			
☐ Teach and practice mind body skills (emotional regulation, coping skills, and relaxation).			
☐ Encourage problem solving.			
☐ Give the individual options where appropriate.			
☐ Assign age appropriate chores.			
☐ Allow movement in milieu (sitting on floor, at desk, taking a walk around room).			
☐ Open option to go to the comfort corner.			
☐ Create signal between you and individual to represent a need for a break, to use the bathroom, etc.			
☐ Allow peer mediation.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Generosity

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Put the individual in charge of a job.			
☐ Assign task to help the staff (run an errand, take note to the office, sort papers).			
☐ Staff: "Do all individuals understand the rules and have the capability/social skills to carry them out?"			
☐ Service learning project.			
☐ Peer tutoring.			
☐ Peer mentoring.			
☐ Ask the individual to help you solve a hypothetical problem that someone their age might face.			
☐ Recognize and celebrate acts of kindness and generosity.			
☐ Create opportunities for individuals to give to others.			
☐ Practice empathy exercises.			
☐ Write a note or draw a picture to someone in need (elderly, children's hospital, veteran, military).			
☐ Give compliments every day.			
☐ Other			

Step 6 – Behavior Support Plan – Summary at a Glance

Universal Need	Strategy			
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity				
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity				
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity				
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity				

Behavior Support Plan – Summary at a Glance

What we will do – when, where, how often?	Who will be involved	Resources or support needed	How will we measure progress?
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other

Summary:

Step 7 – Behavior Support Plan – Plan, Follow Up, and Measuring Progress

Behavior/Symptom/Reaction	How Will We Measure Progress?
	☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____
	☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____
	☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____

Follow Up

Date to reconvene _____ Follow up every _____ thereafter
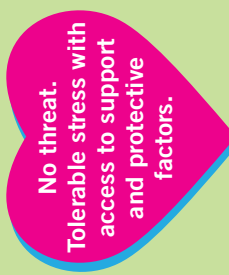
Measuring Progress

Date _____ Individual's signature _____ Notes _____ Parent's signature _____

Staff(s) signature(s) _____

Date _____ Individual's signature _____ Notes _____ Parent's signature _____

Staff(s) signature(s) _____

Freeze/Fight-Flight/Social Engagement

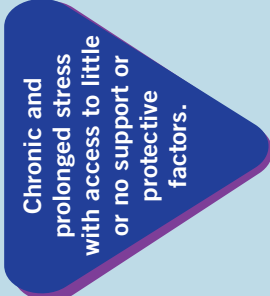| EXPERIENCE	CENTRAL NERVOUS SYSTEM	BODY RESPONSES	YOU MIGHT SEE
TRAUMA, TOXIC STRESS, THREAT, DANGER.	**Sympathetic Nervous System** • Hyperarousal • Fight/Flight *I will fight or I will run.*	❯ Heart rate up ❯ Blood pressure up ❯ Tense muscles ❯ Can't think clearly	Hyperactivity, fidgets, taps, shakes, impulsive, elopes, fights, argues, agitated, frustrated facial expression, rapid speech, unable to pay attention, unable to focus, crying, rocking.
No threat. Tolerable stress with access to support and protective factors.	**Parasympathetic Nervous System** (ventral vagal) • Calm • Engaged *All is well.*	❯ Normal heart rate ❯ Normal blood pressure ❯ Relaxed muscles ❯ Thinks clearly	Engaged in activities, completes work, focused, alert, reciprocal social interaction, present, joyful, compassionate, attentive, curious, regulated, ready to learn.
Chronic and prolonged stress with access to little or no support or protective factors.	**Parasympathetic Nervous System** (dorsal vagal) • Hypoarousal • Shutdown/collapse • Freeze *I can't anymore. I'm exhausted.*	❯ Heart rate down ❯ Blood pressure down ❯ Lethargic ❯ Doesn't want to think	Lack of engagement, minimal work completion, head down, falls asleep, isolates, flat affect, slumped posture, daydreams, numb, hides, depressed, clingy, non-verbal.

ACTIVITY:
Feelings and Sensations

Look at each of the feelings listed below and imagine how your body feels when you experience each feeling. For example, when you feel hurt, which part(s) of your body experiences the hurt? Once you identify the body part(s) that experience the feeling, try to determine what the specific sensation is that you experience in that body part with each feeling. For example, if you experience the feeling of hurt in your eyes and chest, how do you know? Maybe when you feel hurt your eyes get tired and heavy, and your chest has a dark and sinking sensation. Use the table of sensation descriptors to help you describe each sensation if you are having trouble finding words to describe the sensation for each feeling.

SENSATIONS CHART

• DENSE	• FLOWING	• QUEASY
• NUMB	• TIGHT	• LIGHT
• WOODEN	• SUFFOCATING	• BLOCKED
• BREATHLESS	• FLUTTERY	• HEAVY
• FULL	• HOT	• COLD
• SWEATY	• KNOTTED	• FAST
• THICK	• NERVOUS	• ELECTRIC
• SPACEY	• ICY	• HOLLOW
• TINGLY	• ENERGIZED	• CALM

(Levine, 2008)

FEELING?	WHERE DO YOU FEEL IT IN YOUR BODY?	WHAT SENSATION DO YOU FEEL?
HURT	CHEST/HEART	HEAVY/DEEP
HAPPY		
WORRY		
ANGRY		
RELAXED		
CONFUSED		
GUILTY		
EXCITED		
EMBARRASSED		
SAD		
SCARED		
BORED		

NOTE: The most common themes of trauma are worry, hurt, fear, anger, guilt, and feeling like a victim. Starr's *One Minute Interventions* and *Mind Body Skills for Emotional Regulation* are excellent resources to use with students when you are teaching emotional awareness and regulation.

A simple body scan is an excellent tool for educators to use with students to help them gain more emotional awareness. Simply asking the student to point to or color in the area of the body outline where they are most experiencing emotions (anger, hurt, fear) will help bring awareness to their current experience. You can take that a step further by asking them to identify words that describe the sensations they experience in each body part associated with their identified feeling(s).

ACTIVITY:
Body Scan

Back to Balance

STRESS/TRAUMA EXPERIENCE(S)

BALANCE

First Attempt FLIGHT

If Not Successful

If Successful

Will attempt to FIGHT

If Not Successful

If Successful

Will continue FIGHT, FLEE or FREEZE

This is meant to be a short-term response.
If this becomes a long-term response, the core
regulation system (CRS) will become dysregulated

CORE REGULATION SYSTEM

	FIGHT/FLEE	FREEZE
Limbic System	immediate terror	terror
Motor Cortex	muscular tension	frozen/helpless
RAS	intense sensory arousal	numb/can't feel
ANS	sympathetic N.S. arousal	PARASYMPATHETIC N.S. activation (2 branches)

UNMYELINATED
Branch of PNS

MYELINATED
Branch of PNS

STUCK IN CHRONIC ACTIVATION UNTIL

Exhaustion, collapse

Vagus nerve
Social Engagement
System

Fold, defeat

Stuck

Everyone forgets
about this branch of the
Parasympathetic Nervous System

Polyvagal Theory

BALANCE

RETURN BACK TO BALANCE

Discharge activation and experience belonging and goodness

Helps discharge activation

Pendulation between sensations of activation and calm

Titrate sensations of activation
Themes of trauma

Helps discharge activation

Once vagus activated PRACTICE

Grounding
Centering
Resourcing
Mind Body Skills

Safety

Human Contact

Muscles of face, throat, ears

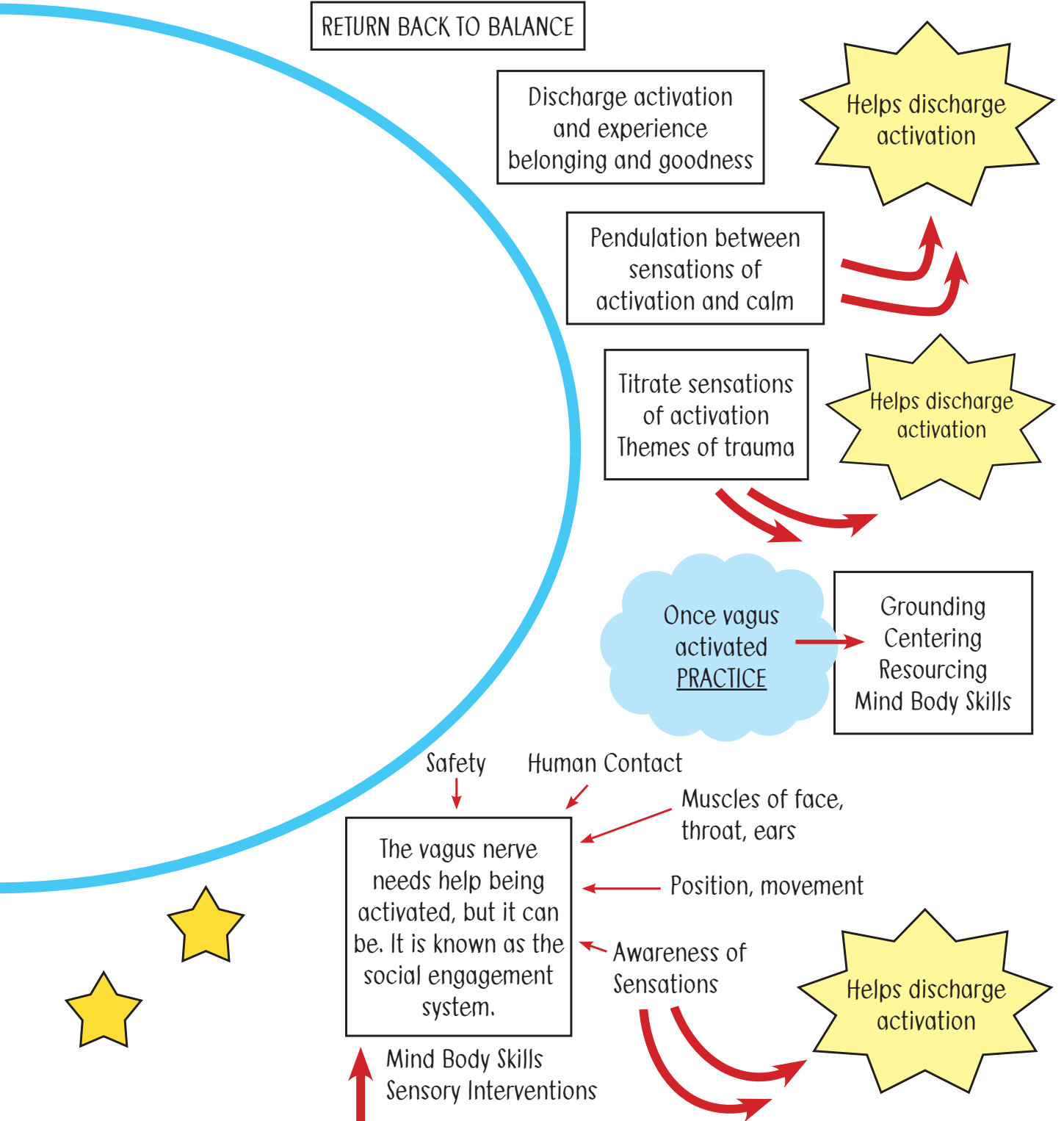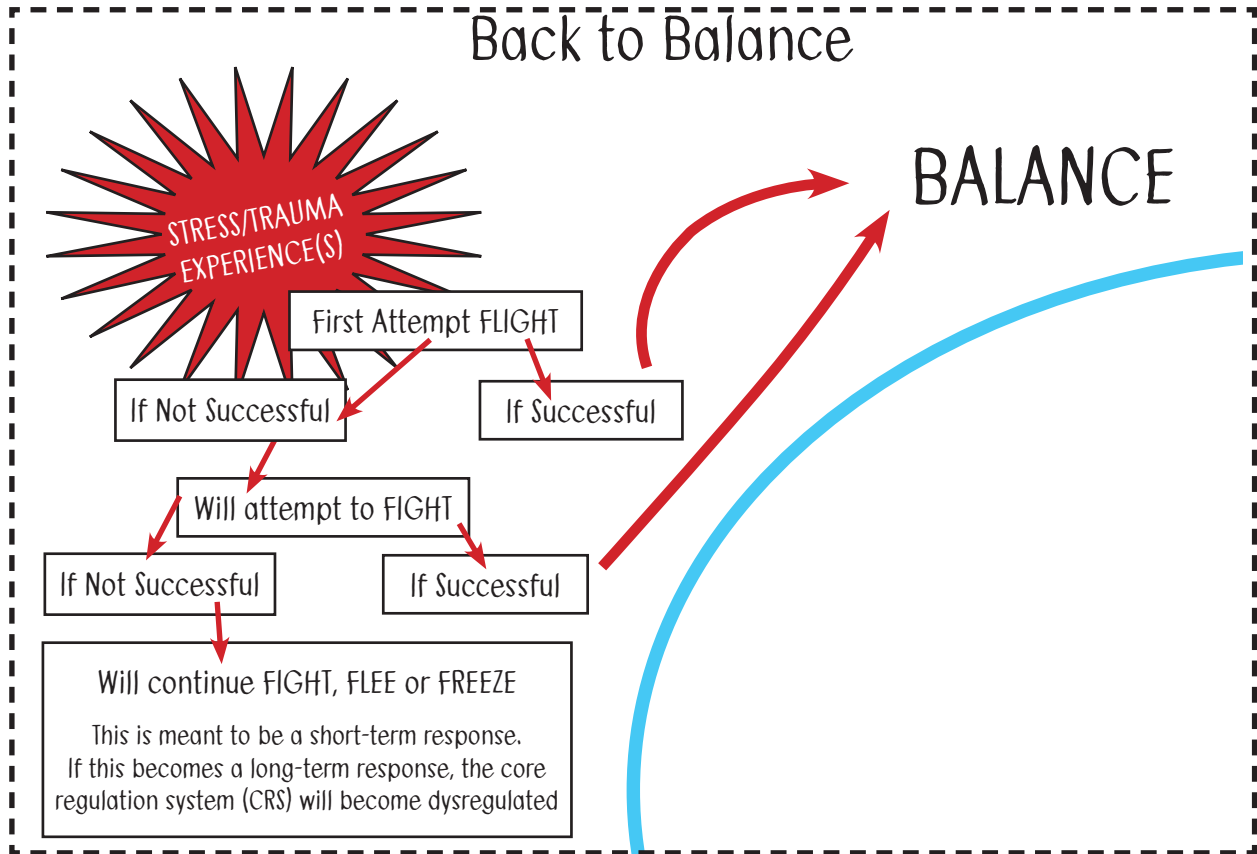The vagus nerve needs help being activated, but it can be. It is known as the social engagement system.

Position, movement

Awareness of Sensations

Helps discharge activation

Mind Body Skills
Sensory Interventions

Back to Balance

STRESS/TRAUMA EXPERIENCE(S)

First Attempt FLIGHT

If Not Successful

If Successful

Will attempt to FIGHT

If Not Successful

If Successful

Will continue FIGHT, FLEE or FREEZE

This is meant to be a short-term response. If this becomes a long-term response, the core regulation system (CRS) will become dysregulated

BALANCE

Remember the Brain?

Response to Threat

Trauma Exposure ⇨ Amygdala is activated ⇨ ARREST (increased vigilance and scanning)

First, the person will try to FLEE (FLIGHT) ⇨ If successful = COMPLETION and Balance.

If the escape isn't successful…the person will try to FIGHT ⇨ If successful = COMPLETION and Balance!

If the fight isn't successful, the person will continue to fight, and fight, and fight until ⇨ (exhaustion) FOLD or they will FREEZE.

Cerebrum
Corpus Callosum
Thalamus
Pituitary Gland
Amygdala
Hippocampus
Brain Stem
Cerebellum

Arrest ⇧ FLIGHT/FIGHT

Fight-or-flight response

BRAIN — Signal to adrenal glands

EAR — Auditory exclusion

HEART — Acceleration

STOMACH — Slow digestion

ADRENAL glands — Produces hormones

HANDS — Shaking

EYE — Tunnel vision

LUNGS — Fast breathing

MUSCLES — Tense

LIVER — Converts glycogen to glucose

BLADDER — Relaxation

Trauma triggers EMERGENCY activation of the Core Regulation Network (CRN).

When prolonged and exaggerated ⇧ CRN becomes dysregulated (PTSD, depression, anxiety).

Limbic System = Terror and always on "alert"

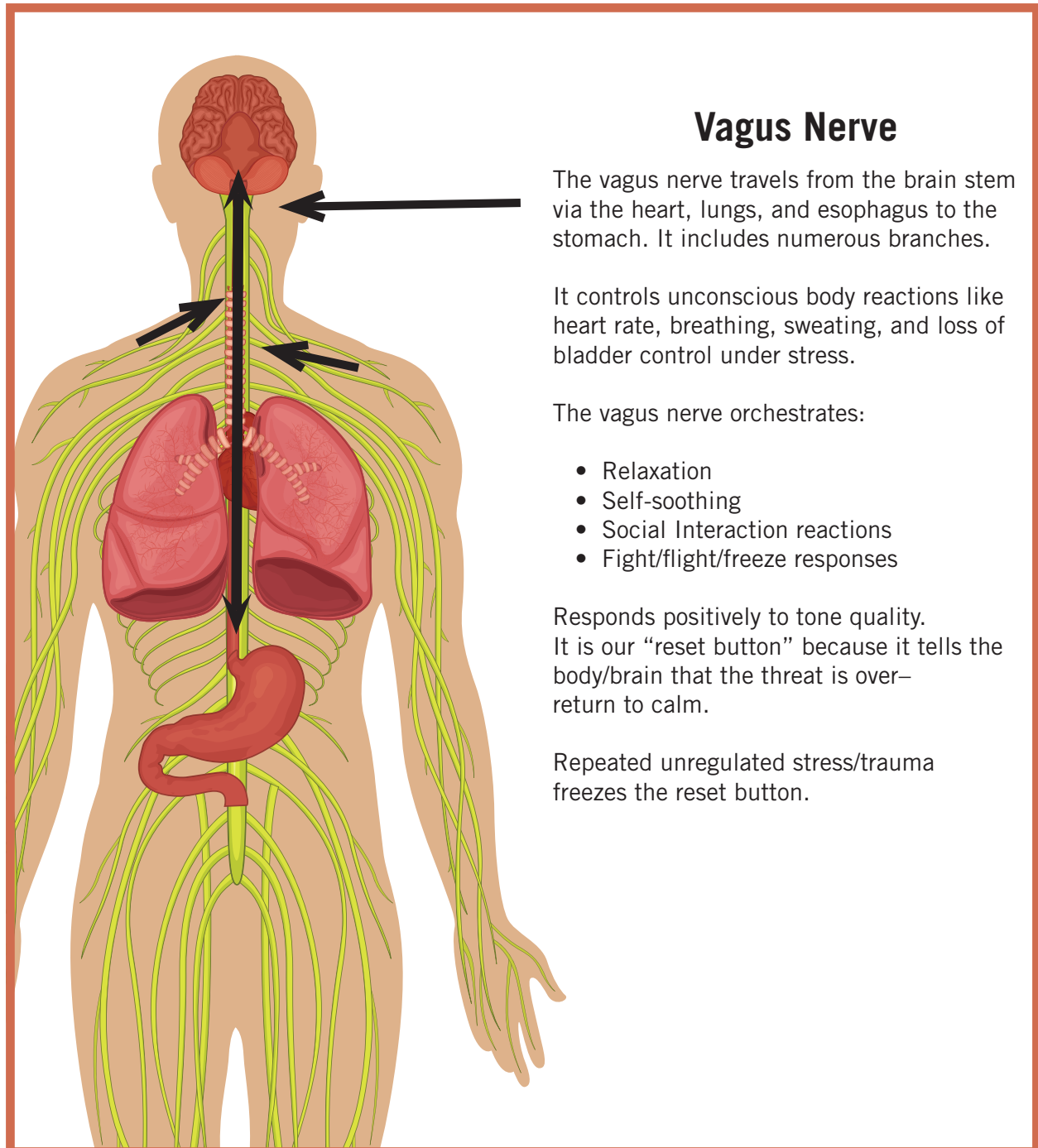**Motor System** = Muscles engaged = Tension

Autonomic Nervous System (ANS) = Can calm or activate viscera, blood circulation, hormonal activity
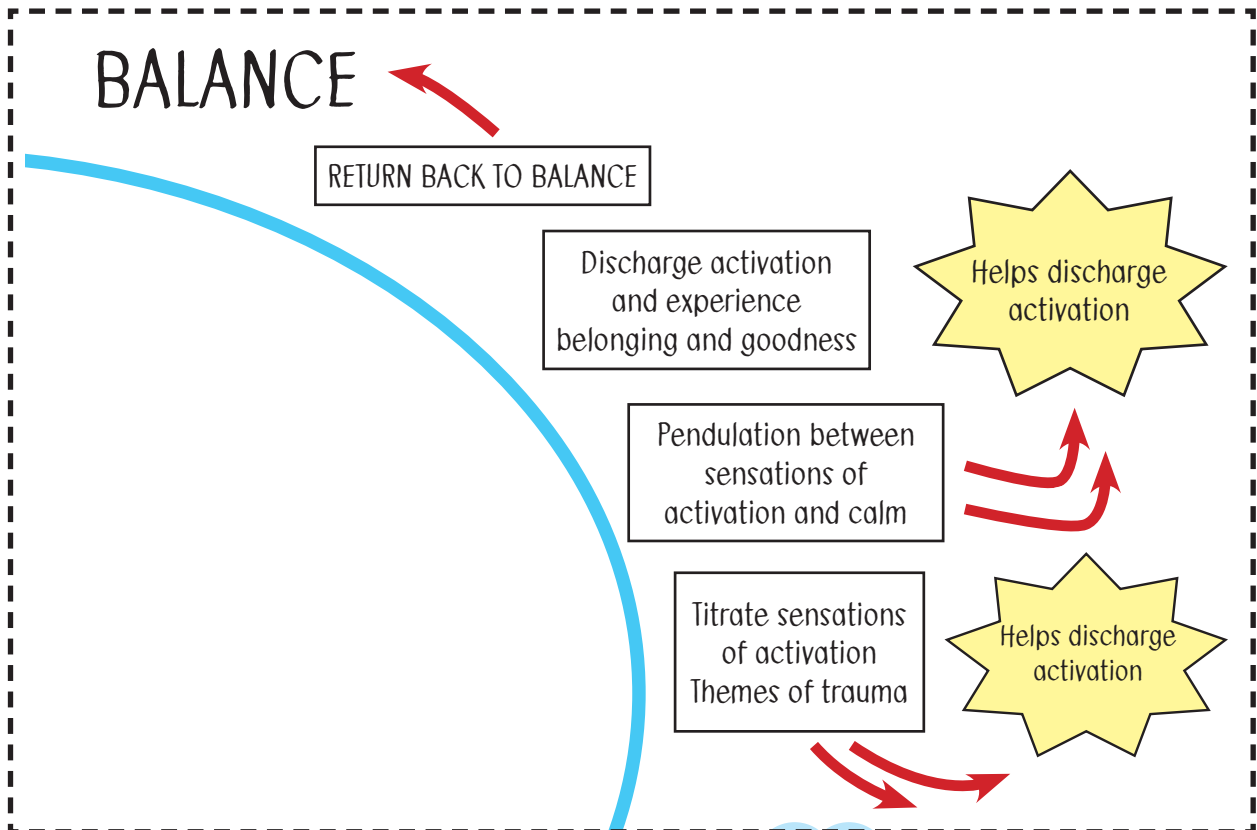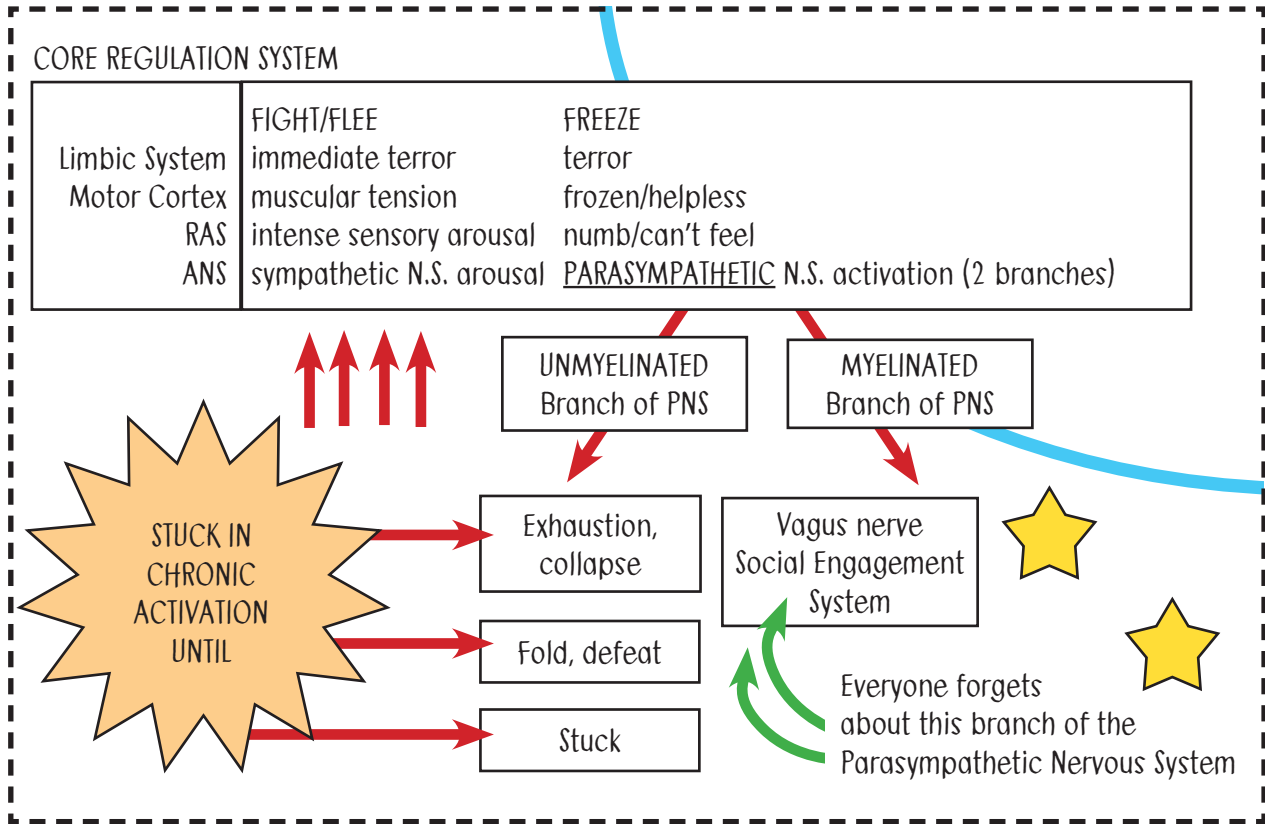
Reticular Activating System (RAS) = Sensory arousal (when too much = numb)
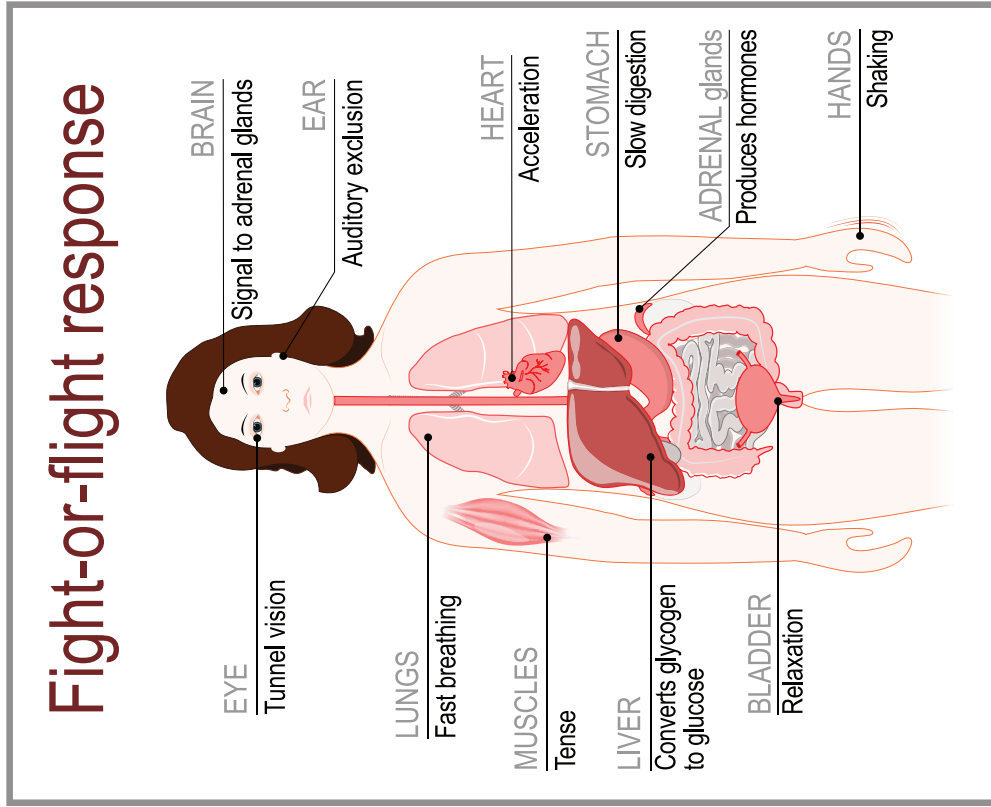
The Polyvagal Theory

The Parasympathic Nervous System (PNS), the same system that can shut us down and immobilize us, has another branch called the social engagement system which ALSO governs goodness and belonging.

Vagus Nerve

The vagus nerve travels from the brain stem via the heart, lungs, and esophagus to the stomach. It includes numerous branches.

It controls unconscious body reactions like heart rate, breathing, sweating, and loss of bladder control under stress.

The vagus nerve orchestrates:

- Relaxation
- Self-soothing
- Social Interaction reactions
- Fight/flight/freeze responses

Responds positively to tone quality.
It is our "reset button" because it tells the body/brain that the threat is over–return to calm.

Repeated unregulated stress/trauma freezes the reset button.

CORE REGULATION SYSTEM

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Motor Cortex	muscular tension	frozen/helpless
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UNMYELINATED Branch of PNS

MYELINATED Branch of PNS

STUCK IN CHRONIC ACTIVATION UNTIL

Exhaustion, collapse

Fold, defeat

Stuck

Vagus nerve Social Engagement System

Everyone forgets about this branch of the Parasympathetic Nervous System

BALANCE

RETURN BACK TO BALANCE

Discharge activation and experience belonging and goodness

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Titrate sensations of activation Themes of trauma

Helps discharge activation

Personal Sensory Experiences

Personal Sensory Experiences

Personal Sensory Experiences
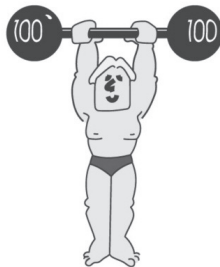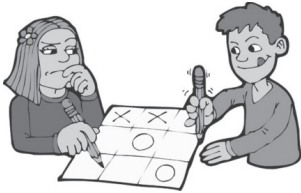
This is Me

This is Me

This is Me

ACTIVITY

I Am Poem

I am _____
    (your name)

I hear _____
    (an imaginary sound)

I see _____
    (an imaginary sight)

I want _____
    (an actual desire)

I AM _____
    (your name)

I pretend _____
    (something you pretend to do)

I feel _____
    (an feeling)

I touch _____
    (an imaginary touch)

I cry _____
    (something that makes you sad)

ACTIVITY

I Am Poem

I am _____
         (your name)

I understand _____
         (something you know is true)

I say _____
         (something you believe in)

I dream _____
         (something you dream about)

I try _____
         (something you make an effort about)

I hope _____
         (something you hope for)

I am _____
         (your name)

Road Map to the Future

KEEP GOING! The sky's the limit!

Your hopes, dreams and goals:

And further:

Three years from now:

One year from now:

Two years from now:

Four months from now:

START HERE

YOU ARE HERE NOW

Your name _____

Today's date _____

ACTIVITY

This is What My Hurt Looks Like

Body Awareness Questionnaire

Name_____ Date _____

Circle one
Pre / Post

QUESTIONS	Never	A Little Bit	Some-times	Mostly	Always
1. My body sends me signals when it is hungry.	1	2	3	4	5
2. My body sends me signals when it is thirsty.	1	2	3	4	5
3. My body sends me signals when it is tired.	1	2	3	4	5
4. I notice when my muscles are tense.	1	2	3	4	5
5. I notice when my body is calm.	1	2	3	4	5
6. I can name my feelings.	1	2	3	4	5
7. Moving my body makes me feel good.	1	2	3	4	5
8. I notice sensations in my body when I am angry.	1	2	3	4	5
9. I notice sensations in my body when I am worried.	1	2	3	4	5
10. I notice sensations in my body when I am scared.	1	2	3	4	5
11. I notice sensations in my body when I experience joy.	1	2	3	4	5
12. I am able to control my emotions.	1	2	3	4	5
13. I notice changes in my body for the better when I laugh.	1	2	3	4	5
14. I notice changes in my body for the better when I am with people I like.	1	2	3	4	5
15. I notice changes in my body when I am in certain places.	1	2	3	4	5
16. I know what my body needs to feel better when I am angry.	1	2	3	4	5
17. I notice when I'm about to lose my temper.	1	2	3	4	5
18. I am able to help another person calm down.	1	2	3	4	5
19. I notice changes in my body when I help other people.	1	2	3	4	5
20. I am aware of my strengths.	1	2	3	4	5
Add each column					
Add column totals together and divide total number by 20 for average score					

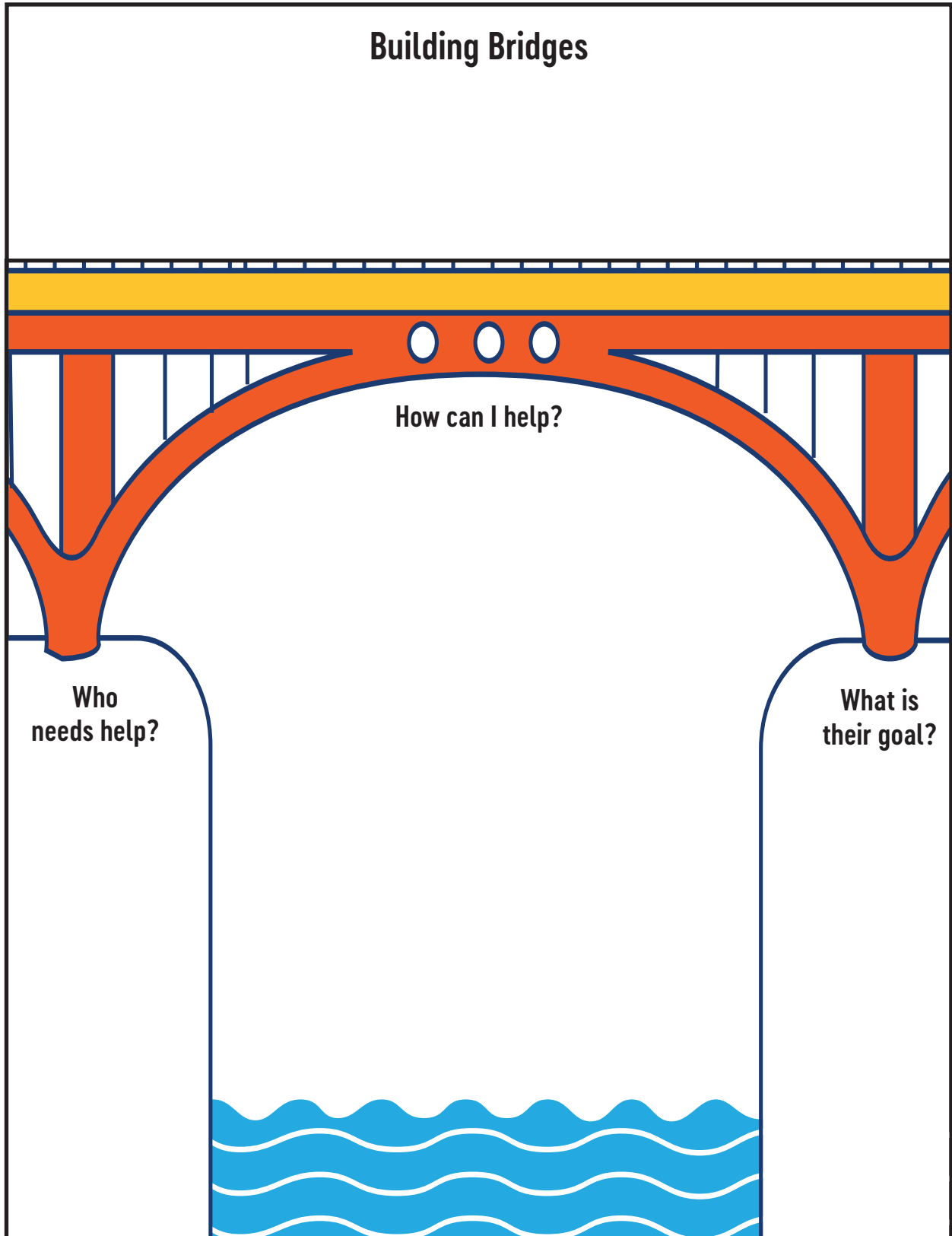| SCORING KEY	
1.0	Never (Youth demonstrates no body awareness)
1.1 – 1.9	Never/A Little Bit (Youth demonstrates little to no body awareness)
2.0	A Little Bit (Youth demonstrates little body awareness)
2.1 – 2.9	A Little Bit/Sometimes (Youth demonstrates little to some body awareness)
3.0	Sometimes (Youth demonstrates some body awareness)
3.1 – 3.9	Sometimes/Mostly (Youth demonstrates some to moderate body awareness)
4.0	Mostly (Youth demonstrates moderate body awareness)
4.1 – 4.9	Mostly/Always (Youth demonstrates moderate to high body awareness)
5.0	Always (Youth demonstrates high body awareness)

ACTIVITY

People that Guide Me in My Life
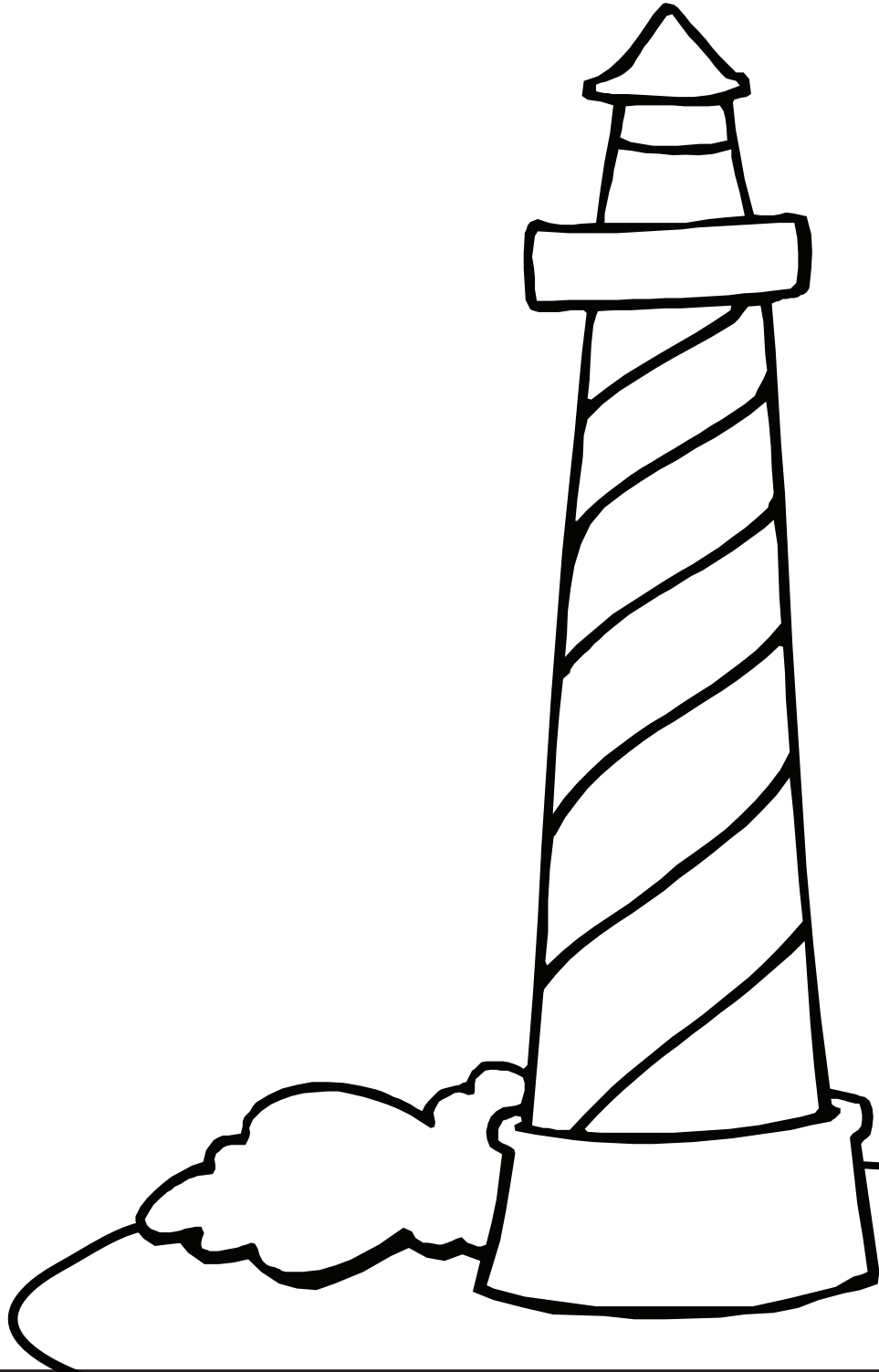
ACTIVITY

My Biggest Worry

ACTIVITY

Building Bridges

How can I help?

Who
needs help?

What is
their goal?

STARR
COMMONWEALTH
www.starr.org