

Part 3

# Stress, Trauma, and Resiliency

## A 3-PART SERIES

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 @bryankharris7

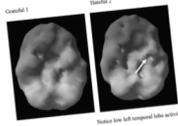
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**Why does gratitude, optimism, positivity, and hope matter?**

- Empowers during times of stress
- Releases dopamine
- Instills a sense of control

Theger et al 2014, Oswald, 2009

**Super Extra Bonus Question**



What did this image teach us about the power of gratitude?



When placed in a positive state, mood, or emotion the brain is up to 31% more efficient compared to a neutral mood.

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### 1. Gratitude:

- In what ways are you “rich”?
- What is something cool, interesting, or strange that you learned recently?
- What small “luxury” do you appreciate? (ex: heated seats, hot showers, park near your house, George Foreman grill)

### 2. Optimism:

- What is something fun you get to do this week?
- What cues do you look for that it will be a good day?
- Who/What recently “made your day”?

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<https://hbr.org/2020/10/use-gratitude-to-counter-stress-and-uncertainty>

“Think of your mind like your digestive system — what you put in it impacts how you feel. When you flood your mind with a constant flow of worry, envy, resentment, and self-criticism (compounded by a barrage of news and other media) it negatively impacts your mental wellbeing. A gratitude practice is like a workout and a healthy eating plan for your mind.”

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“You can’t feel envious and grateful at the same time. They’re incompatible feelings, because if you’re grateful, you can’t resent someone for owning things you don’t.”



Dr. Robert Emmons — author of “Thanks” and “The Little Book of Gratitude” is one of the world’s leading authorities on the science of well-being.

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- Quick Review
- Resiliency & “Micro” Strategies
- Next Steps

AGENDA



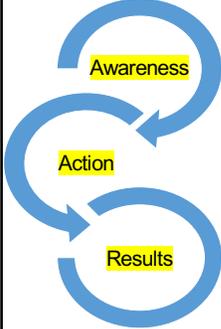
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**THE B?G QUESTION**

*How do we support students who have experienced trauma and stressors and still maintain a focus on classroom instruction?*

Hint: We build resiliency through specific strategies designed to provide equitable solutions. Trauma and stress are the problems; resiliency is the solution!

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Awareness is good. It's necessary. But I can be aware without taking action.

Action is necessary for results. I can't act until I'm aware.

But in order to get the results we are looking for, I need to take action that is most likely to produce those desired results.

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**Be on the look out...**



**What is going in your "cart"?**

**Why?** The ideas we'll discuss are powerful and make a huge difference for your success and student success. Be on the look out for strategies, concepts, and ideas that you'll commit to trying right away.

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**Quick Quiz...**

1. Stress can be defined as a p \_ \_ c \_ \_ \_ \_ \_ n (or belief) that a situation is beyond your control.
2. T or F? All stress is bad.
3. If stress is the problem, \_\_\_\_\_ is the answer. (hint: starts with an r)
4. R \_\_\_\_\_ s serve as the foundation of resilience. Without positive r \_\_\_\_\_ s, our best efforts fall short.
5. One powerful method to enhance relationships is the \_\_\_\_\_ call home.

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**How do we "move the needle"?**

- ✓ Fostering Relationships at multiple levels
- More "micro" strategies to use with students



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Keep an eye out for this image.



- These are the actionable strategies you can use right away!

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**Strategy** **Analogies, Concrete Examples, and Object Lessons**

✓ **Key idea** – *Don't just tell kids to be resilient. Don't just define it and talk about it. Show students what resilience looks like.*

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**Strategy** **Super Ball or Egg**



[http://www.ncwd-youth.info/sites/default/files/lip-how-to-guide/A\\_Super\\_Ball\\_and\\_a\\_Raw\\_Egg.pdf](http://www.ncwd-youth.info/sites/default/files/lip-how-to-guide/A_Super_Ball_and_a_Raw_Egg.pdf)

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**Strategy**

- Super Ball or Egg
- Rubber Bands
- Glow Sticks
- A pencil and an eraser
- Raw spaghetti noodle
- Balloon
- War Heads candy

*What else might we add?*

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**Experience first – then definitions**

- <https://www.youtube.com/watch?v=sKpBjsZ7EE>
- "A lesson on Resilience" The Learning Lab



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✓ **Key idea** – *Don't just tell kids to be resilient. Don't just define it and talk about it. Show students what resilience looks like.*



**YOU CAN DO IT**

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**Strategy**

In case you want to keep track....

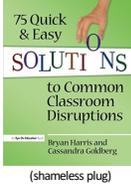
- Gratitude questions/prompts
- Analogies, concrete examples, object lessons (video examples)

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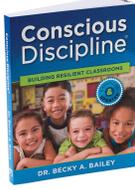
**Strategy**

## Start v Stop Statements

- Works with a wide variety of behaviors
- Communicates and reinforces positive expectations
- Use in conjunction with energizers or calming techniques
- Some students hear so many negatives (prohibitions) that they become a bit tone deaf
- Dr. William DeMeo suggests an 85% compliance rate when statements are constructed in the positive rather than negative



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You wanted \_\_\_\_\_.

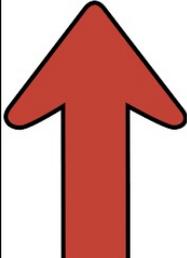
When you want \_\_\_\_\_,  
Say or do this \_\_\_\_\_.



**Strategy**

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Jessica Minahan  
*The Behavior Code*



- When anxiety increases, it impacts short term and working memory.
- Also impacts efficiency.
- We can lose 13-20 IQ points when under stress.
- Some ideas:
  - Provide Cognitive Distractions - instead of down time or nothing to do...because some kids just ruminate even more... give students something cognitive to focus on like Sudoku, mad libs, puzzles, etc

**Strategy**

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In case you want to keep track....

- Gratitude questions/prompts
- Analogies, concrete examples, object lessons (video examples)
- Start v Stop Statements
- Cognitive Distractions

**Strategy**

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When we are \_\_\_\_\_, it will...

*"When we are doing research in the library, it will..."*  
*"When we are sharing in our groups, it will..."*  
*"When we are getting ready for the test, it will..."*

Look Like	Sound Like

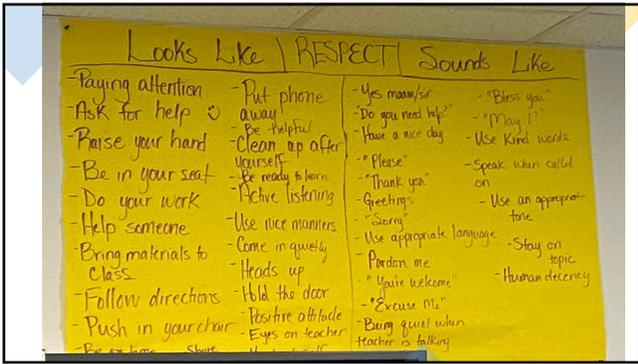
**Strategy**

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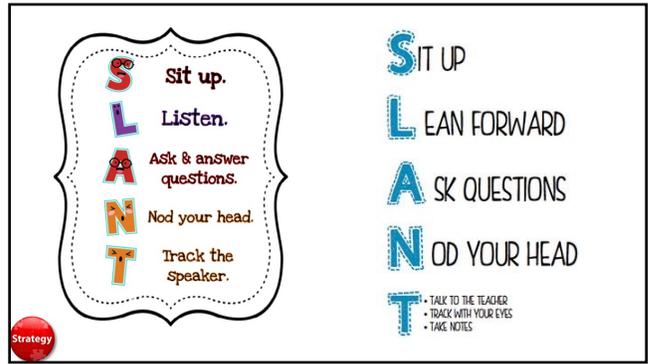


“Silent”  
v  
“Quiet”

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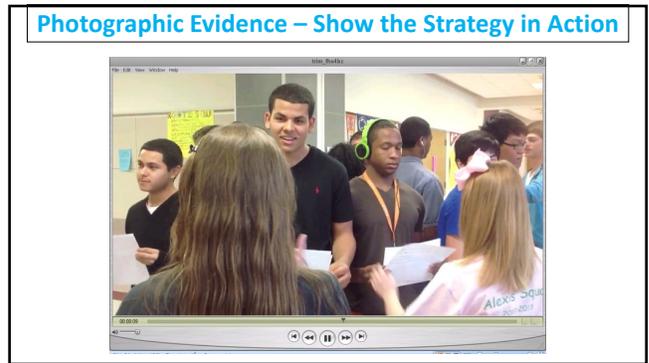
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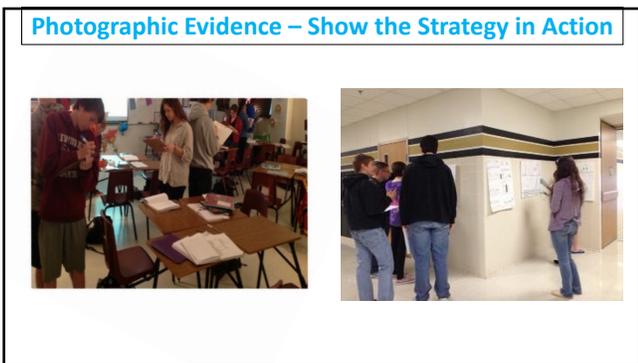
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**Photographic Evidence – Show the Strategy in Action**

### Success Selfies



When students are in the midst of success...when they are doing things well...have them take a selfie of that skill being practiced. Send that selfie to the parents.

**Strategy**

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In case you want to keep track....

- Gratitude questions/prompts
- Analogies, concrete examples, object lessons (video examples)
- Start v Stop Statements
- Cognitive Distractions
- Looks Like / Sounds Like
- Photographic Evidence

**Strategy**

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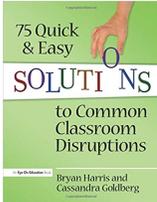
In The Checklist Manifesto (2009), author Atul Gawande found that when doctors (surgical teams) implemented checklists complication rates fell by \_\_\_% and death rates fell by \_\_\_%!

**Good checklists have the following benefits:**

- Better use of time, more efficient with time
- Can help to define what needs to be done
- Can boost dopamine
- Improves self-reflection
- Ensures that critical steps won't be missed
- Increases personal confidence
- Gives hope

**Strategy**

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## Checklists can become Victory Lists!

**What can a student do with their "Victory List", you ask?**

- Share it with a parent
- Share it with another adult in the school
- Use it for a starting off point the next day
- Feel pride
- Use it as a source for a self-reflection journal entry
- 
-

**Strategy**

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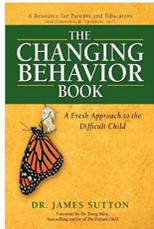
## Priority Ladder

Most Important
Least Important

<https://drorielliott.com/>

**Strategy**

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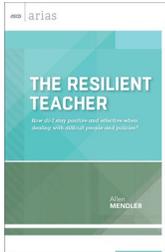
## 3 Item Checklist

(quarter sheet of paper, stapled to the top of an assignment)

- I finished my assignment
- I stayed focused for \_\_\_\_ minutes
- I allowed classmates to finish their work

**Strategy**

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✓ Make a list of those things that went right on any given day.



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**Breathing deeply:**

- Influences the vagus nerve and the parasympathetic system which can result in a sense of calm
- Help students to learn to breathe in order to self regulate
- 2-3 times per day



<https://www.breatheforchange.com/>

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“That was our practice round. This next time we’ll....”



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**Anticipate the Roadblocks**

With the student(s), discuss:

- ✓ What do you think the hard part will be?
- ✓ “When we get to the first bump in the road, what should be our first strategy?”
- ✓ What is the first step that needs to be accomplished?
- ✓ When we get to \_\_\_\_, we’ll \_\_\_\_.




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In case you want to keep track....

- ✓ Gratitude questions/prompts
- ✓ Analogies, concrete examples, object lessons (video examples)
- ✓ Start v Stop Statements
- ✓ Cognitive Distractions
- ✓ Looks Like / Sounds Like
- ✓ Photographic Evidence
- ✓ Breathe
- ✓ Practice Round
- ✓ Anticipate the Roadblocks



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**Be on the look out...**



**What is going in your “cart”?**

**Why?** The ideas we’ll discuss are powerful and make a huge difference for your success and student success. Be on the look out for strategies, concepts, and ideas that you’ll commit to trying right away.

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# Super Extra Bonus Ideas

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### How to Offer and Accept an Apology

Building Conflict Resolution Skills in Students – Dr. Bryan Harris | [www.bryan-harris.com](http://www.bryan-harris.com)

**Offering and Accepting** an apology is important for 5 essential reasons:

1. It allows both parties a chance to understand the real issue at hand. This is the cognitive part of the conversation – an acknowledgement of the *thing* that was done.
2. It allows both parties the chance to demonstrate an understanding of the feelings involved. This is the emotional part of the conversation – an acknowledgement of how the thing made the other person *feel*. It allows the victim the chance to let the feelings/offenses go; a chance to move on because the offender realizes what they did wrong.
3. It provides an opportunity for open communication in order to consider past offenses or that might be influencing the current situation. This opens a dialogue that benefits both and the victim and often reveals that rarely is one person completely at fault and the other party.
4. It allows for both parties to move beyond the immediate issue/problem and allows for t

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*3 Ways to Access the Article:*

1. Scan the QR code on the left
2. Google the phrase “**Bryan Harris apology**” (should be the 2-3 links)
3. Go to [www.bryan-harris.com](http://www.bryan-harris.com) and click on the Resources/Blog tab

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Everyone has both headwinds and tailwinds.  
 Recognizing and acknowledging them is part of being resilient.

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### Pretend!

The power of The Batman Effect / The Rapunzel Effect  
 Children who pretend to be someone else will work harder and longer before they give up or ask for help.

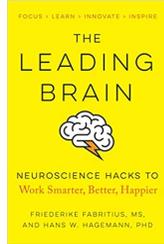
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### Dealing with Distractions

"Rather than attempting to ignore distractions, it is best to minimize or eliminate them whenever possible."

#### Classroom applications:

- Remember what we know about multi-tasking...you can't do it.
- Clear the work area of items likely to provide a distraction. And, remember to "clear the clutter".
- Consider line of sight and traffic flow patterns.
- Post a note on the door requesting visitors to wait or come back at a different time.
- Provide a novel topic, activity, or task (the brain loves novelty, ignores repetition).
- Teach students to "close the office door".



Less Nessman's imaginary office walls

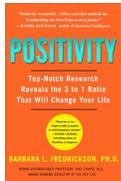
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Strategy

### Positivity Ratio

What does it take to "flourish"?



3:1  
Positive  
to Negative

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Strategy

### Journals & Writing

- Focus on hopes, dreams, wonders, future
- "Dream Book"
  - Not graded, for personal growth (like a diary or personal journal)
- Worry – scraps, gratitude – notebook
- Keep it private
- Remember mandatory reporting laws

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Strategy

### Recall Positive Memories

- Ramirez et al (2015) suggests that the recall of positive memories helps to reduce stress
- "Think back to a time when..."
- Share with peers

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