

Reclaim!

Student Workbook



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Welcome!

Welcome to Reclaim! We hope that you find this workshop helpful in learning how to recognize and better manage your trauma symptoms. We also hope it helps you to realize that you are not alone. In the United States, the lifetime risk for posttraumatic stress disorder (PTSD) is almost 9%. Additionally, even more people experience traumatic events and/or display symptoms of trauma, but do not reach the level of a trauma diagnosis.

Trauma affects all people regardless of race/ethnicity, gender, sexual orientation, or ability status. However, there is some evidence that people from disadvantaged groups are more likely to experience trauma and less likely to receive treatment (e.g., children, women, people with disabilities, refugees, LGBT+, etc.). Military combat veterans are also more likely to develop symptoms of PTSD.

The main goals of Reclaim! are to allow you to develop more awareness of your trauma symptoms and to develop tools to begin to heal. In other words, it is designed to help you reclaim your life. Since treatment for trauma may be multi-faceted (e.g., individual psychotherapy, group psychotherapy, psychiatric medication, etc.) and may require longer term treatment, Reclaim! is considered a supplement to individual therapy and focuses on providing psychoeducation about how trauma develops and starting to design treatment strategies that are specific to you.

It is important for Reclaim! participants to at least attempt the exercises that are done in group in order to get a feeling for them. Although some amount of discomfort is inevitable throughout any change process, we also want you to take care of yourself and silently excuse yourself from an activity if it feels like it is “too much.” You can simply sit quietly while the rest of the group finishes the exercise and re-join when you feel comfortable. If at any time you feel like you cannot be in the Reclaim! session any longer, please notify your Reclaim! session leader or Counseling Services’ front desk staff.

As you begin your journey, remember that change is not linear. Be prepared for setbacks. Snags can be due to any number of factors, including difficult situational events, changes in motivation, sliding back into old habits, fear of the unknown, etc. Many people find that they take one step back for every two steps forward. That’s okay! We encourage you to embrace this as a natural

rhythm of the change process and focus on the positive changes you are making.

If at any time you feel that you need additional support, please let your Reclaim! seminar leader or individual counselor know, or contact Counseling Services at 805-756-2511 (24/7). You will also find additional resources on the Counseling Services website.

Treatment of Trauma at Counseling Services

Many people with trauma symptoms benefit from a multifaceted approach to treatment. To attempt to meet these needs, CS provides a variety of different types of services for these students. Your provider may recommend a combination of the below services in order to meet your specific needs. The level of care recommended for you is based on a variety of factors including the frequency and severity of your symptoms, how much your symptoms impact your daily functioning, and if you are following recommendations and making progress in treatment. If there is a form of treatment in which you are interested but not currently engaged, please speak with your initial consultation provider about this.

Individual Psychotherapy

Counseling Services at Cal Poly is an outpatient center that focuses on short-term counseling. Typically, we see students individually once every one to three weeks, if we recommend individual counseling at all. If your symptoms are more severe, we may recommend that you consider a higher level of care. Depending on your level of severity, this recommendation could range from seeing an off-campus psychotherapist in the community to a more intensive type of treatment.

Individual Yoga Therapy

Yoga therapy integrates yoga, movement, and therapeutic dialogue to support trauma survivors in reconnecting with their bodies, increasing self-awareness, and improving the ability to cope with distress. It may be particularly helpful for survivors who experience physical complaints such as headaches, muscle tension, or GI distress that are not explained by a medical condition. It may also support survivors who struggle to be present in their bodies and/or who would like to change their relationship with physical touch. Individual Yoga therapy may be sought in addition to psychotherapy or as a stand-alone healing approach.

Emotional Wellbeing Workshops

Emotional Wellbeing Workshops are designed to help you grow and learn by doing. Topics include a wide range of concerns that are commonly associated with trauma, from managing anxiety and depression to relationship issues. All of the Emotional Wellbeing Workshops include three weekly sessions of 50 minutes each. All workshops come with a student workbook that will allow you

to practice your new skills in between sessions. A list and description of Emotional Wellbeing Workshops can be found on the Counseling Services website.

Group Psychotherapy

Group Therapy is when a group of no more than 8-10 students meet weekly with one to two therapists for 60-90 minutes. We offer a variety of groups, including support groups, psychoeducational groups, interpersonal process groups, and drop-in groups. Some groups are time-limited with a specific focus, while others are broader and open-ended. A list and descriptions of groups available at CS can be found on the Counseling Services website.

Female-Identified Survivors of Sexual Trauma Support Group

This is a support group specifically for female-identified survivors of sexual trauma, including rape, sexual assault, abuse, exploitation, harassment, etc. The focus of the group is on providing support to group members, normalizing their experiences, and exploring ways of building positive self-esteem and healthy coping mechanisms.

Yoga Therapy Group

Through the use of therapeutic yoga and dialogue, survivors of all genders and all types of trauma have the opportunity to connect with their bodies and learn how to be more present in their lives. This group helps trauma survivors better understand their emotions and physical experiences, and increases their ability to cope with distress. This group balances group yoga practice, mindfulness exercises, and interactive dialogue to provide opportunities to connect with other survivors, increase self-awareness, and promote healing.

Grief Group

This semi-structured therapy group is for students who have experienced the loss of a loved one through death. The loss can be past or recent and involve anyone who was close to the student (e.g., family member, partner, friend, etc.). The first part of each group session focuses on strategies and activities to allow students to better manage and process their grief, while the second part is dedicated to group discussion of how to implement these strategies. While this group is open to all students who have lost a loved one, it is especially tailored to students who feel that their loss was traumatic or is otherwise interfering with their functioning.

Consultation with a Medical Provider or Psychiatrist

Many people who experience trauma also have a co-occurring symptoms and conditions such as anxiety, depression, substance abuse, eating disorders, etc. If your symptoms are making it difficult to engage in treatment, your provider may recommend a referral to a medical provider or psychiatrist to discuss psychiatric medication. Referrals may be made to a provider either on or off-campus.

Referral to an Off-Campus Provider or Higher Level of Care

If your symptoms are more severe, require more frequent contact, or you would like to see a provider more frequently, we may recommend that you consider seeking an off-campus psychotherapist or a higher level of care. Your provider will discuss with you if this is an appropriate option.

Frequently Asked Questions (FAQs)

What is Reclaim!?

Reclaim! is a three-session workshop that focuses on psychoeducation about the causes and symptoms of trauma, as well as strategies to begin to better manage symptoms. Reclaim! is designed for any student who could benefit from learning to manage symptoms of trauma, regardless of what caused the trauma.

Why does Reclaim! use a three-session model?

Teaching this workshop over the course of three sessions allows you sufficient time to understand the concepts and to practice skills in between sessions. Limiting the workshop to three weeks allows you to find time in your busy schedule to learn the information taught in this workshop.

What if I need more than three weeks to learn the model?

You are not alone. Many people who experience trauma will require additional treatment. The skills taught in Reclaim! can be challenging and take time to build. Feel free to complete this workshop more than once. If you need more resources, we encourage you to follow-up with your referring clinician.

What if I don't feel comfortable in groups?

Many people feel anxious about the idea of participating in a group. Reclaim! is structured to be curriculum-driven, like a class. Sharing some of your reactions to the exercises and topics allows all the participants to learn and support one another. However, you are not required to speak at all during group if you do not feel comfortable doing so. You can still benefit from the information presented. The Reclaim! facilitators respect each participant's right to share only what they are comfortable sharing and never require you to share sensitive or potentially embarrassing information about yourself. You will never be asked to discuss the traumatic event(s) that brought you to Reclaim!

What if I have problems describing my trauma or symptoms?

This is common for people who have experienced trauma. Reclaim! is designed to help you to begin to better understand how your trauma impacts you, including symptoms and triggers. Reclaim! is also designed to help you begin treatment regardless of what type of trauma you experienced.

What if some of my concerns are the result of a biochemical irregularity?

Even with an identified psychiatric condition that has a biological basis, an

approach that focuses on building skills to manage symptoms can be helpful. Plus, research suggests that various psychotherapies change the brain in positive ways, even where there is a biochemical irregularity.

What if I have an urgent need to see a counselor during Reclaim!?

Simply let the workshop facilitator or Counseling Services' front desk staff know, and they will facilitate you getting the help you need.

IN SESSION WORKSHEETS

SESSION 1: THE NEUROBIOLOGY OF TRAUMA

What is Trauma?

What is Trauma?

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening, [that overwhelms the individual’s ability to cope,] and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, and spiritual well-being.” (SAMHSA)

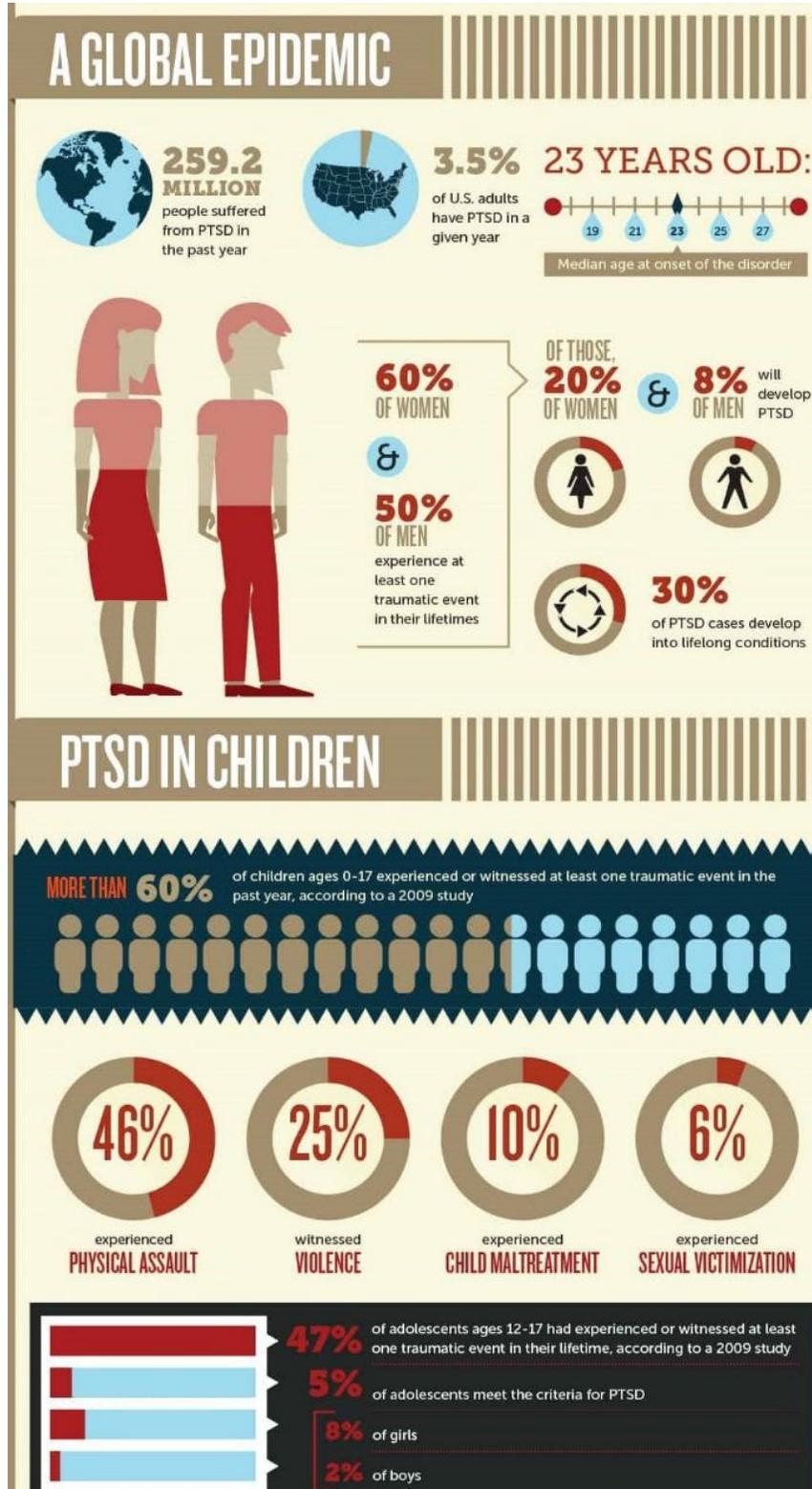
Types of Trauma (Experienced or Witnessed)

- Physical, emotional, verbal, or sexual abuse/neglect
- Community or combat violence
- Natural disasters/accidents
- Violent/accidental death or suicide of a loved one
- Poverty and systematic discrimination
- Medical trauma

Stressful, But Not Traumatic

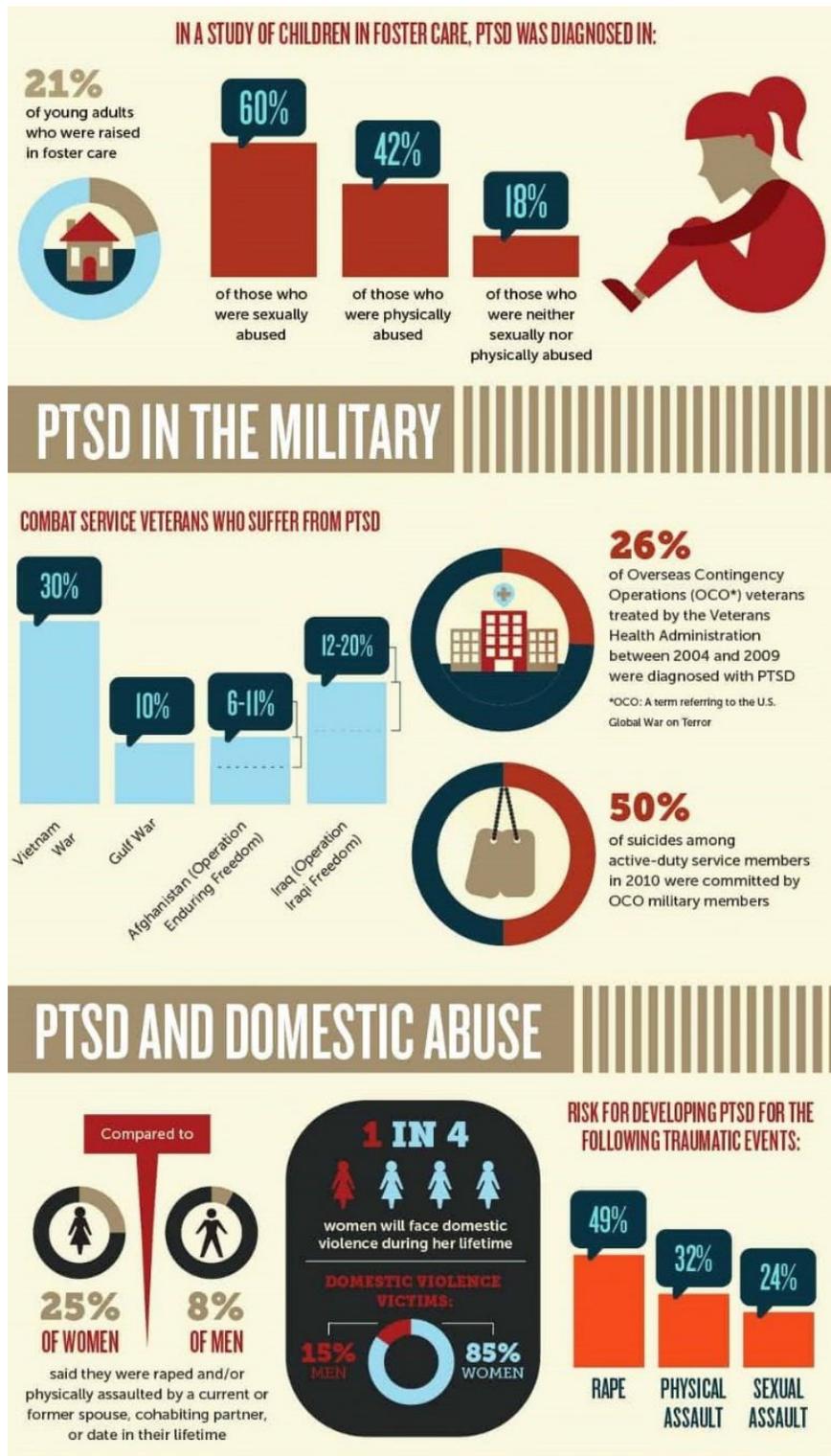
- Relationship breakup
- Arguments with peers
- Failing a course/out of school
- Being fired
- Death of loved one that was not sudden/accidental/violent

Trauma Statistics



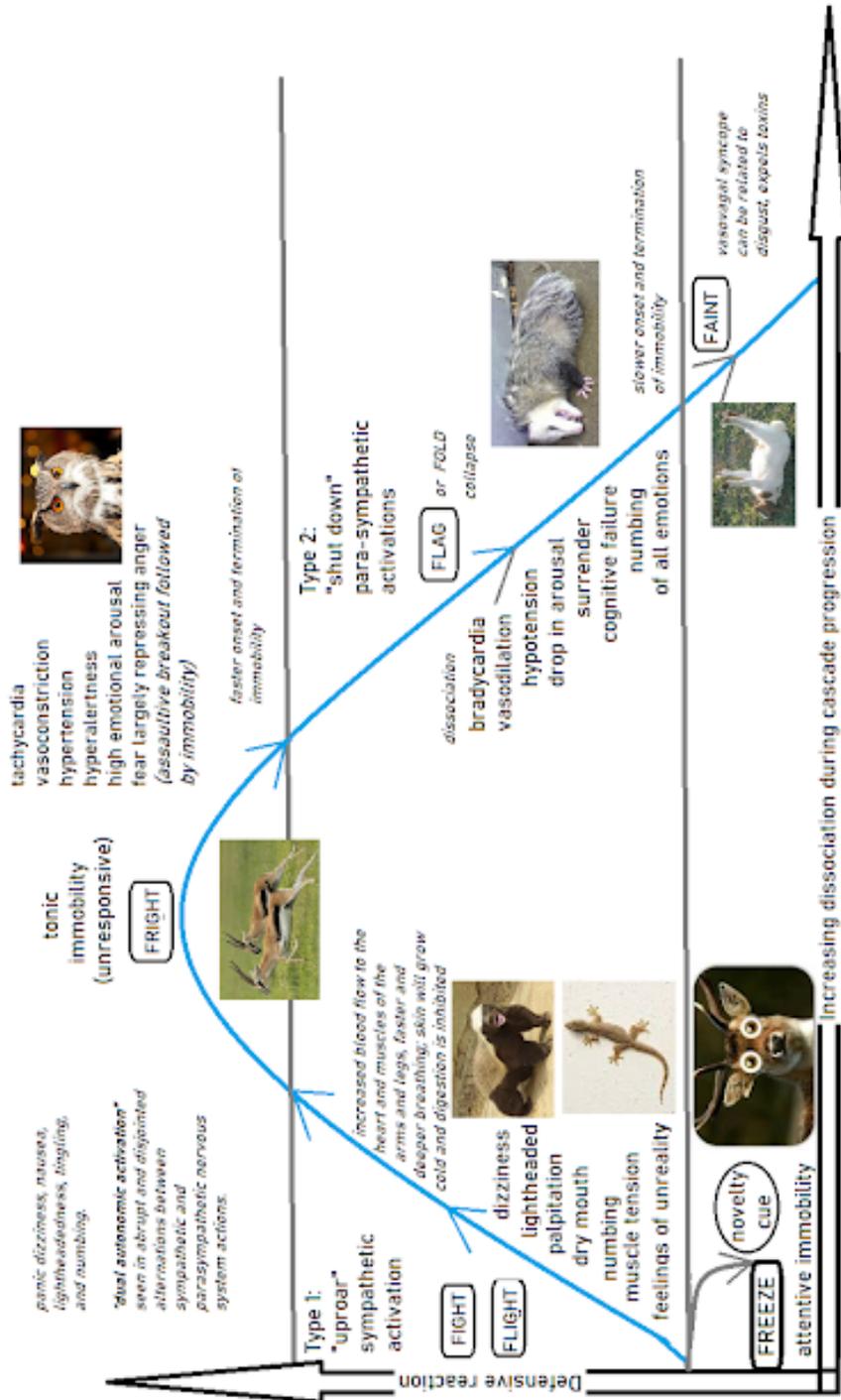
From Carrington College Blog: <https://carrington.edu/blog/post-traumatic-stress-disorder-ptsd-invisible-scars/>

Trauma Statistics (Continued)



From Carrington College Blog: <https://carrington.edu/blog/post-traumatic-stress-disorder-ptsd-invisible-scars/>

Threat Response Curve



From "Emotional Empowerment: <https://emotionalempowermentdbt.blogspot.com/2020/08/>

PCL-5

Instructions: Below is a list of problems that people sometimes have in response to a very stressful experience. Please read each problem carefully, and then circle one of the numbers to the right to indicate how much you have been bothered by that problem *in the past month*.

<i>In the past month, how much were you bothered by:</i>	<i>Not at all</i>	<i>A little bit</i>	<i>Moderately</i>	<i>Quite a bit</i>	<i>Extremely</i>
1. Repeated, disturbing, and unwanted memories of the stressful experience?	0	1	2	3	4
2. Repeated, disturbing dreams of the stressful experience?	0	1	2	3	4
3. Suddenly feeling or acting as if the stressful experience were actually happening again (<i>as if you were actually back there reliving it</i>)?	0	1	2	3	4
4. Feeling very upset when something reminded you of the stressful experience?	0	1	2	3	4
5. Having strong physical reactions when something reminded you of the stressful experience (<i>for example, heart pounding, trouble breathing, sweating</i>)?	0	1	2	3	4
6. Avoiding memories, thoughts, or feelings related to the stressful experience?	0	1	2	3	4
7. Avoiding external reminders of the stressful experience (<i>for example, people, places, conversations, activities, objects, or situations</i>)?	0	1	2	3	4
8. Trouble remembering important parts of the stressful experience?	0	1	2	3	4
9. Having strong negative beliefs about yourself, other people, or the world (<i>for example, having thoughts such as: I am bad, there is something seriously wrong with me, no one can be trusted, the world is completely dangerous</i>)?	0	1	2	3	4

<i>In the past month, how much were you bothered by:</i>	<i>Not at all</i>	<i>A little bit</i>	<i>Moderately</i>	<i>Quite a bit</i>	<i>Extremely</i>
10. Blaming yourself or someone else for the stressful experience or what happened after it?	0	1	2	3	4
11. Having strong negative feelings such as fear, horror, anger, guilt, or shame?	0	1	2	3	4
12. Loss of interest in activities that you used to enjoy?	0	1	2	3	4
13. Feeling distant or cut off from other people?	0	1	2	3	4
14. Trouble experiencing positive feelings (for example, being unable to feel happiness or have loving feelings for people close to you)?	0	1	2	3	4
15. Irritable behavior, angry outbursts, or acting aggressively?	0	1	2	3	4
16. Taking too many risks or doing things that could cause you harm?	0	1	2	3	4
17. Being “superalert” or watchful or on guard?	0	1	2	3	4
18. Feeling jumpy or easily startled?	0	1	2	3	4
19. Having difficulty concentrating?	0	1	2	3	4
20. Trouble falling or staying asleep?	0	1	2	3	4

From Weathers, Litz, Keane, Palmieri, Marx, and Schnurr (2013).

Symptoms of Trauma

What, if any, intrusive symptoms have you noticed (PCL-5 #1-5)?

What, if any, avoidance symptoms have you noticed (PCL-5 #6-7)?

What, if any, cognitive symptoms have you noticed (PCL-5 #8-10)?

What, if any, emotional symptoms have you noticed (PCL-5 #11-14)?

What, if any, behavioral symptoms have you noticed (PCL-5 #15-20)?

What, if any, additional symptoms have you noticed that we have not discussed?

Abdominal Breathing Exercise

To begin, I invite you to get comfortable in your chair, let your shoulders drop, and let your feet rest on the floor. You can either close your eyes, or if you feel more comfortable, simply focus your gaze on a particular spot in front of you that isn't going to be too distracting. Take a few slow, deep breaths. (*pause*) Take a moment to notice how you are feeling. On a scale of 1 to 10, with 1 being no distress at all and 10 being the most distress you have ever experienced, where would you currently put yourself? Keep this number in the back of your mind, as we will be coming back to it later. (*pause*)

Next put one hand on your stomach right above your belly button, and the other hand on your chest. Now take a long, slow breath through your nose or mouth. Then slowly exhale. Again, take a long, slow breath through your nose or mouth. Notice which hand is moving more. (*pause*) When we get really anxious or the threat response curve is triggered, we start to breathe really shallowly and from our chest, and you will notice the hand on your chest rising more than the hand on your stomach. This is inefficient and can keep the threat response curve going. Therefore, we want to focus on breathing from our bellies to help calm us down.

So imagine your belly filling up like a balloon as you breathe in, and then feel it deflate as you breathe out, as if you were slowly letting the air out of that balloon. (*pause*) Notice how your breath feels cool as you breathe in deeply through your nose or mouth, and notice how it feels warm as you breathe slowly out. (*pause*)

Now, as you continue to breathe from your belly, you also want to focus on breathing out longer than you are breathing in. This will also help to turn off the threat response curve. So as you inhale try to end your breath on a count of 4, and as you exhale try to end your breath on a count of 6. If this feels too hard, you can try to end your inhale in on a count of 3, and end your exhale out on a count of 5. Again, breathing out more slowly than you are breathing in, and focusing on breathing from your belly. (*pause*)

You will notice that your mind begins to wander during this exercise. You will start thinking about something else – an upcoming test, an appointment you have later, or maybe even your thoughts about this exercise. This is completely normal. Our minds are designed to have thoughts constantly coming and

going. When you notice yourself feeling distracted from your breath, rather than criticizing or getting frustrated with yourself, simply notice that your mind has wandered and return your attention back to your breathing. Again, imagine your belly filling up like a balloon as you take a deep, slow breath in through your nose or mouth. As you slowly breathe out, imagine that balloon deflating, as if you were slowly letting all the air out of it. *(pause)*

Again, you will notice yourself becoming distracted. Maybe you notice the ticking of the clock, a sound coming from outside the room, or maybe you're even distracted by the sound of my voice. This is perfectly normal. When this happens, just return your attention to your breathing. *(pause)*

Now as you prepare to bring your awareness back to the room, notice any additional sensations in your body – how your body feels in the chair, how your arms feel in your lap, how your feet feel against the floor. *(pause)* On a scale of 1 to 10, again with 1 being no distress at all and 10 being the most distress you have ever experienced, where would you put yourself now? *(pause)* When you're ready, take a couple of normal breaths, and then open your eyes as you exhale.

Session 1 Homework

1. Practice the breathing exercise at least twice per day for at least two minute each time when you are feeling relatively calm (i.e., distress < 5).
2. If you have an individual therapist, share the results of your PCL-5 with them.

SESSION 2: BREAKING THE TRAUMA CYCLE

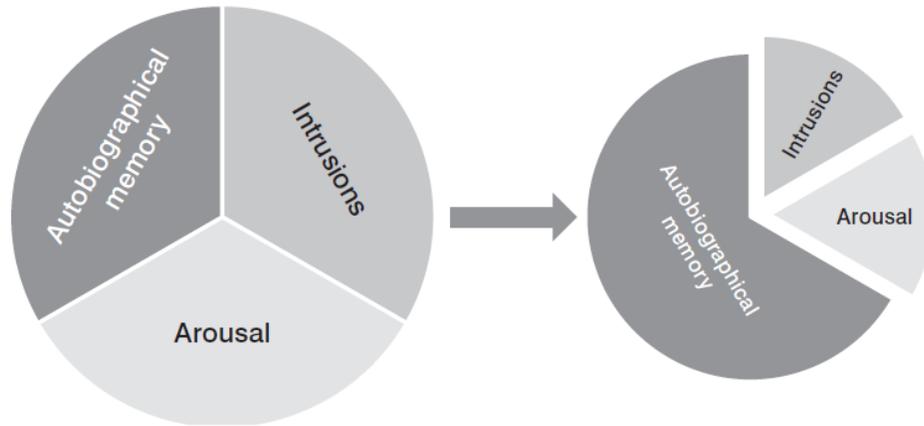
Homework Review

If you practiced the abdominal breathing exercise, what did you notice? If you practiced this strategy multiple times, what did you notice across practices?

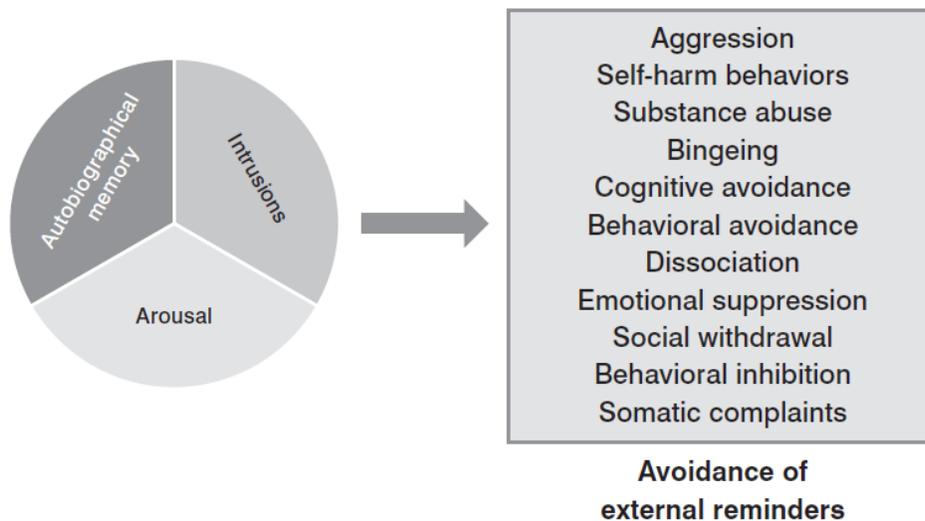
If you did not practice the abdominal breathing exercise, what got in the way? If something got in the way, what could you do over the upcoming week to try to reduce this barrier?

Recovery or Nonrecovery from PTSD Symptoms

In normal recovery, intrusions and emotions decrease over time and no longer trigger each other.



When intrusions occur, natural emotions and arousal run their course and thoughts have a chance to be examined and corrected. It is an active “approach” process of dealing with the event.



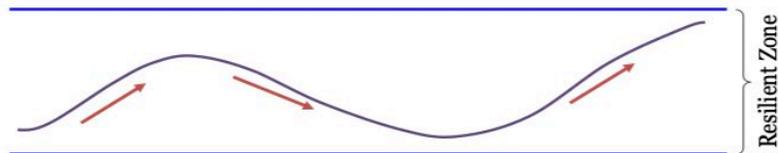
However, in those who don't recover, strong negative emotions lead to escape and avoidance. The avoidance prevents the processing of the trauma that is needed for recovery, and it works only temporarily.

From *Cognitive Processing Therapy for PTSD: A Comprehensive Manual* by Patricia A. Resick, Candice M. Monson, and Kathleen M. Chard. Copyright © 2017 The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use or for use with individual clients (see copyright page for details).

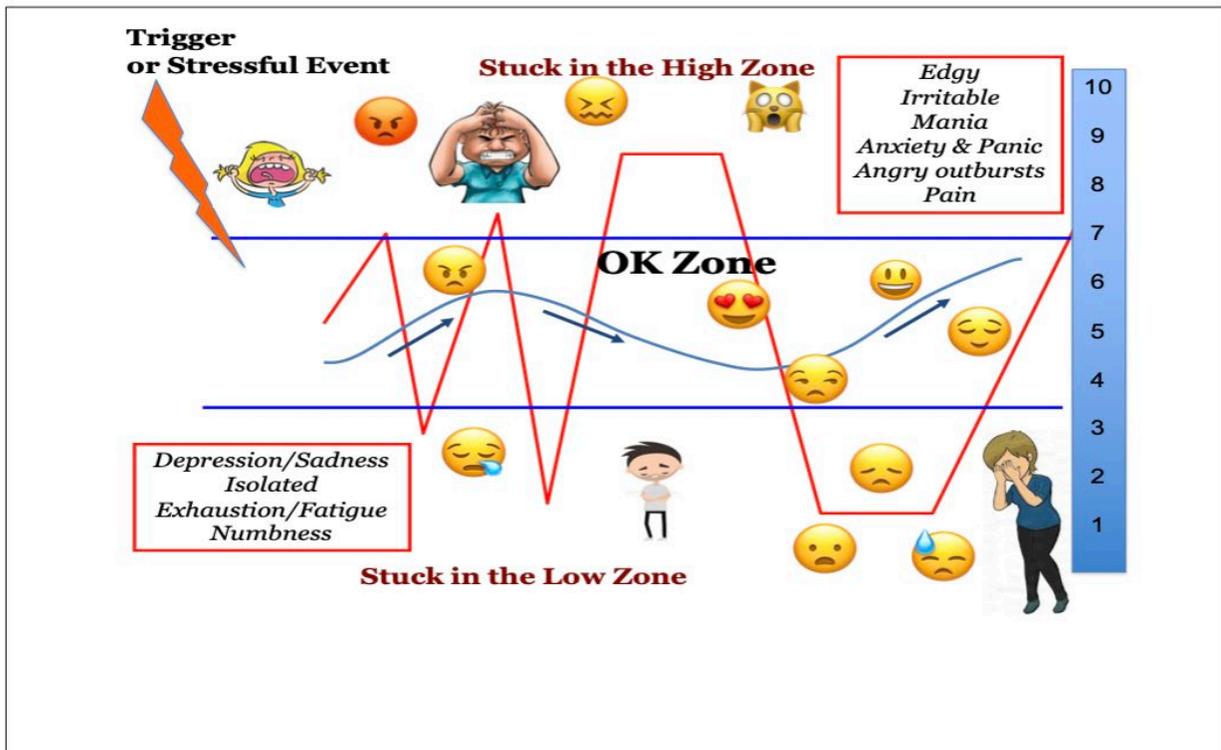
Resiliency Images

What is the Resilient Zone or OK Zone?

- ❖ A state of well-being in mind, body and spirit
- ❖ When in the Resilient Zone one is able to handle the stresses of life
 - ❖ You can be annoyed or even angry but do not feel like you will lose your head
 - ❖ You can be sad but not feel like you will be washed away by the river of sorrows



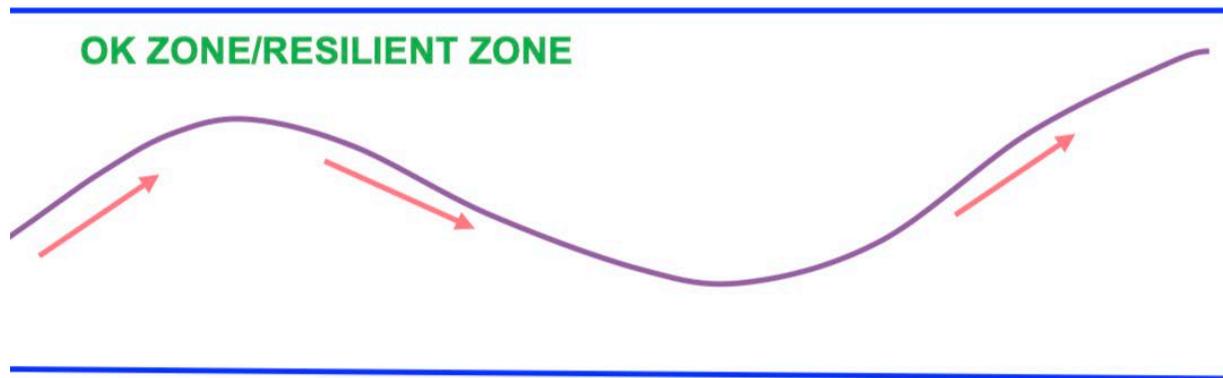
(c) Trauma Resource Institute



Which Zone Are You In?

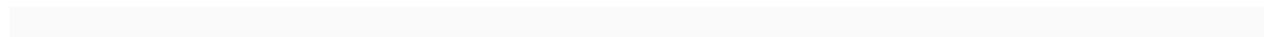
WHERE ARE YOU TODAY? HIGH ZONE? LOW ZONE? OK ZONE?

HIGH ZONE



OK ZONE/RESILIENT ZONE

LOW ZONE



Sensation Exercise

Sensory Language Tips

The “Language of Sensation” means using words that describe what sensations are noticed inside the body. Sensations tell us what is happening within the nervous system. The Sensation Chart below can help you expand our sensation vocabulary as you experience the Sensation Exercises.

Vibration	Size/Position	Temperature	Pain	Muscles
Shaking	Small	Cold	Intense	Tight
Twitching	Medium	Hot	Medium	Loose
Trembling	Large	Warm	Mild	Calm
Quick/Slow	Up/Down/Center	Neutral	No pain	

Breathing	Heart	Taste	Density	Weight
Rapid	Fast	Spicy	Rough	Heavy
Deep	Slow	Sweet	Smooth	Light
Shallow	Rhythmic	Sour	Thick	Firm
Light	Flutters	Juicy	Thin	Gentle
		Bland		

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Reading Your Nervous System

1. You will be given a bag. **DO NOT OPEN IT UNTIL INVITED TO DO SO.**
2. There are four items in each bag.
3. The person with the longer hair goes first. The person reaches into the bag, and touches one item, and will use sensory language to describe the item.
4. The person with the shorter hair will try to guess what it is.
5. Next, the person with the shorter hair will reach into the bag and touch a different item and use sensory language to describe the item.
6. The person with the longer hair will try to guess what it is.
7. Continue to take turns until all items have been sensed.

Sensory Language Tips

The “Language of Sensation” means using words that describe what sensations are noticed inside the body. Sensations tell us what is happening within the nervous system. When the person is learning the skills of tracking, the chart below can help describe what they are noticing.

Vibration	Size/Position	Temperature	Pain	Muscles
Shaking	Small	Cold	Intense	Tight
Twitching	Medium	Hot	Medium	Loose
Trembling	Large	Warm	Mild	Calm
Quick/Slow	Up/Down/Center	Neutral	No pain	

Breathing	Heart	Taste	Density	Weight
Rapid	Fast	Spicy	Rough	Heavy
Deep	Slow	Sweet	Smooth	Light
Shallow	Rhythmic	Sour	Thick	Firm
Light	Flutters	Juicy	Thin	Gentle
		Bland		

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Developing Resources

- A resource can be anything that helps a person feel better.
- It can be something the person likes about him/herself, a positive memory, a person, place, animal, spiritual guide, your faith, or anything that provides comfort.
- What or who uplifts you? What or who gives your courage and strength?
- What or who helps you get through hard times?

Write down three resources.

1. My cat
2. The beach
3. The smell of lavender

Circle one resource.

Write down 3 or more details about your resource that you circled.

1. I love his purr
2. Soft fur
3. Always cuddles with me

Now read to yourself the resource and the three details you have written down about your resource.

Notice what is happening inside as you think about the resource and notice the sensations that are pleasant to you or neutral. **Notice** what is happening to your breath....heart rate...muscle tension. Stay with that for a few moments.

Write down the sensations that you notice on the inside that are pleasant.

Breathing slow, shoulders relax, mouth smiling, warmth in my chest

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Developing Resources

- A resource can be anything that helps a person feel better.
- It can be something the person likes about him/herself, a positive memory, a person, place, animal, spiritual guide, your faith, or anything that provides comfort.
- What or who uplifts you? What or who gives your courage and strength?
- What or who helps you get through hard times?

Write down three resources.

1.

2.

3.

Circle one resource.

Write down 3 or more details about your resource that you circled.

1.

2.

3.

Now read to yourself the resource and the three details you have written down about your resource.

Notice what is happening inside as you think about the resource and notice the sensations that are pleasant to you or neutral. **Notice** what is happening to your breath....heart rate...muscle tension. Stay with that for a few moments.

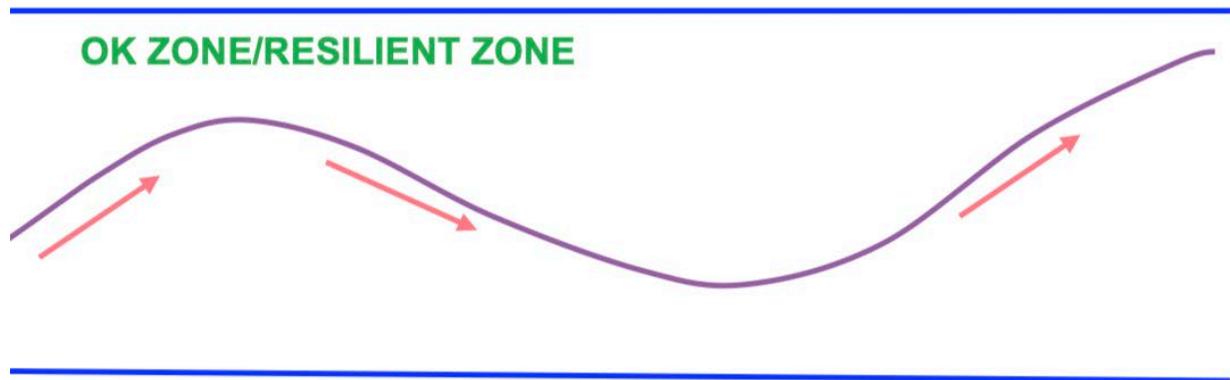
Write down the sensations that you notice on the inside that are pleasant.

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Which Zone Are You In?

WHERE ARE YOU TODAY? HIGH ZONE? LOW ZONE? OK ZONE?

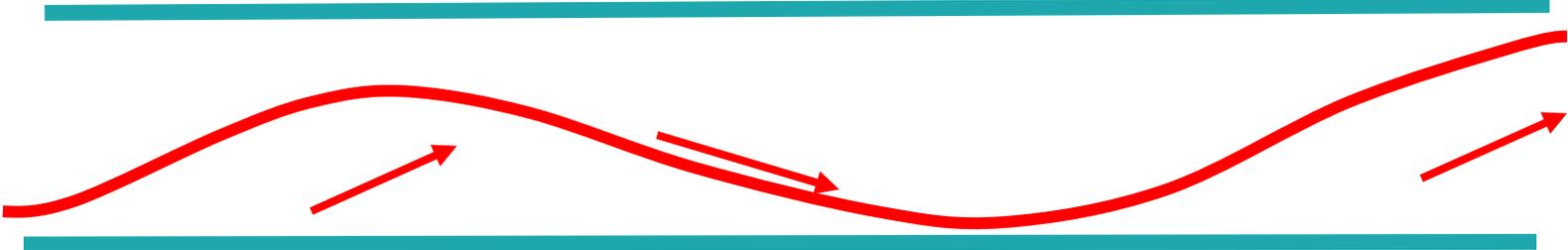
HIGH ZONE



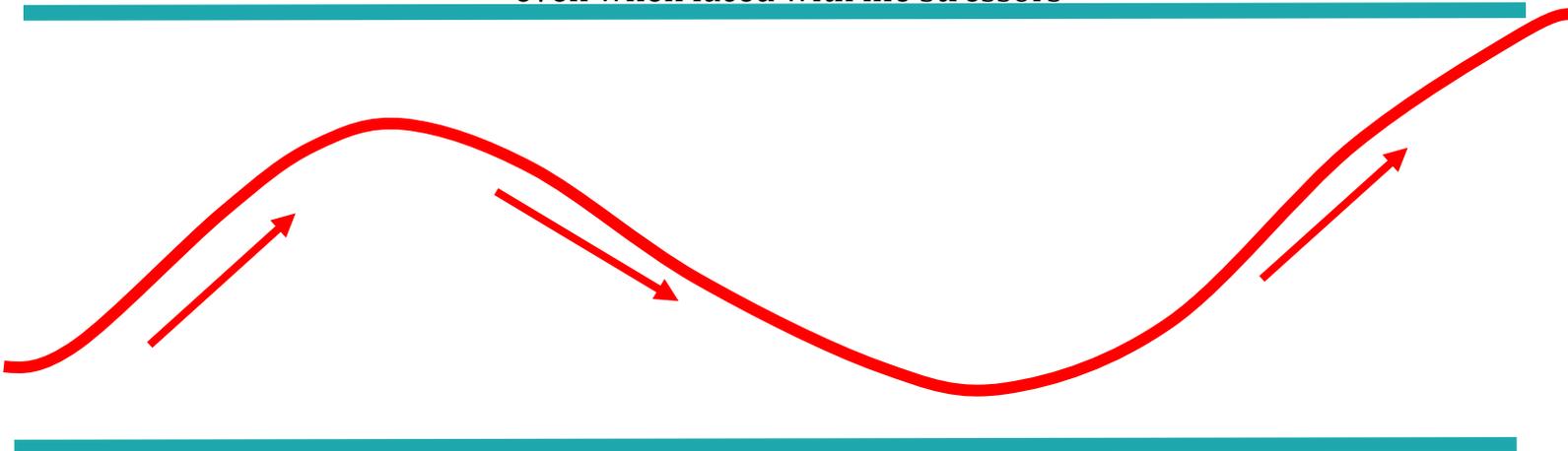
LOW ZONE

Narrow vs. Wide Resilient Zone

Narrow Resilient Zone:
Small stressors can bump a person into the Low/High Zone



Wide Resilient Zone:
Greater capacity to stay within your Resilient Zone
even when faced with life stressors



Sleep Hygiene

What is Sleep Hygiene? Sleep hygiene is the term used to describe good sleep habits. Considerable research has gone into developing a set of guidelines and tips which are designed to enhance good sleep, and there is much evidence to suggest that these strategies can provide long-term solutions to sleep difficulties.

1. **Get regular.** Go to bed and get up at more or less the same time every day, even on weekends and days off!



2. **Get up & try again.** Go to sleep only when tired. If you haven't been able to fall asleep after 30 minutes, get up and do something calming (not stimulating) until you feel sleepy, then return to bed and try again.

3. **Avoid caffeine & nicotine.** Avoid consuming any caffeine (coffee, tea, soda, chocolate) or nicotine (cigarettes) for at least 4-6 hours before going to bed. These act as stimulants and interfere with falling asleep



4. **Avoid alcohol.** Avoid alcohol for at least 4-6 hours before bed because it interrupts the quality of sleep.
5. **Bed is for sleeping.** Do not use your bed for anything other than sleeping and sex, so that your body comes to associate bed with sleep.

6. **Electronics Curfew.** Don't use back-lit electronics 60 minutes prior to bed, as the artificial light prevents hormones and neurons that promote sleep.



7. **The right space.** Make your bed and bedroom quiet and comfortable for sleeping. An eye mask and earplugs may help block out light and noise.
8. **No naps.** Avoid taking naps during the day. If you can't make it through the day without a nap, make sure it is for less than an hour and before 3pm.

9. **Sleep rituals.** Develop rituals to remind your body that it is time to sleep, like relaxing stretches or breathing exercises for 15 minutes before bed.



10. **No clock-watching.** Checking the clock during the night can wake you up and reinforces negative thoughts such as "Oh no, look how late it is, I'll never get to sleep."

11. **Keep daytime routine the same.** Even if you have a bad night sleep it is important that you try to keep your daytime activities the same as you had planned. That is, don't avoid activities because you feel tired. This can reinforce the insomnia.

Adapted from <http://www.cci.health.wa.gov.au>

Session 2 Homework

1. Practice the breathing exercise at least once per day for at least two minutes each time when you are feeling more distressed (i.e., distress > 5).
2. Practice Resilient Zone skills and complete handout on **page 38**.
3. Practice your sleep strategy.

Resilient Zone Homework

Zone you are in when feeling distressed before practicing resourcing or grounding:

Sensations you noticed that helped you determine your zone:

Skill used to help you get back into the Resilient Zone:

Pleasant sensations you noticed while practicing the skill:

Anything else you noticed while practicing the skill:

Zone you are in after practicing the skill:

SESSION 3: CREATING YOUR RESILIENCY PLAN

Homework Review

If you practiced the abdominal breathing exercise when your distress was >5, what did you notice? If you practiced this strategy multiple times, what did you notice across practices?

If you practiced the resourcing and/or grounding, what did you notice? If you practiced this strategy multiple times, what did you notice across practices?

If you practiced the sleep tip, what did you notice?

If you did not practice the abdominal breathing, resourcing and/or grounding, or the sleep tip, what got in the way? If something got in the way, what could you do over the upcoming week to try to reduce this barrier?

Identifying Triggers Worksheet

While it can be difficult to identify a trigger, understanding your trauma triggers is an important step in helping you know when to implement or practice the strategies you have learned. Triggers can be external events (e.g., hearing a familiar song) or internal stimuli (e.g., a physical sensation or emotion).

The following are some typical situations in which triggers might appear, along with examples:

Responses to Internal Stimuli:

Emotions: e.g., feeling down, fear, or worry

Mental Images: e.g., replaying memories

Physical State: e.g., racing heartbeat, feeling tired

Responses to External Stimuli:

Presence of Others: e.g., people associated with the traumatic experience, someone who looks similar to person associated with the trauma

Physical Setting: e.g., place where trauma occurred such as inside a car, certain stores, etc.

Activities: e.g., a sports event, a party, going home for the weekend

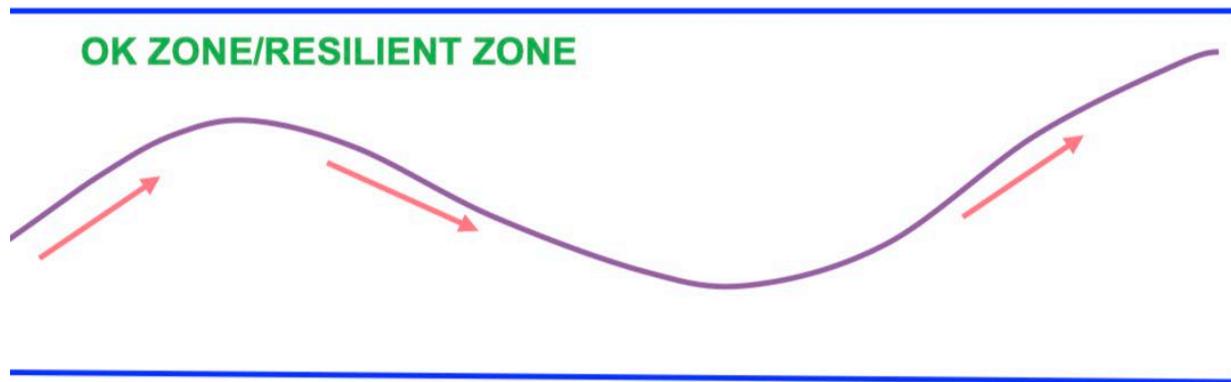
List some internal and external triggers you experience related to your trauma:

1. _____
2. _____
3. _____
4. _____
5. _____

Which Zone Are You In?

WHERE ARE YOU TODAY? HIGH ZONE? LOW ZONE? OK ZONE?

HIGH ZONE



LOW ZONE

Gesturing

1. Take a few seconds to think about a self-soothing gesture. On the count of three 1...2...3 you are invited to, with intention, to make your self-soothing gesture. Notice what happens on the inside.
2. Take a few seconds to think about a movement or gesture of confidence. On the count of three 1...2...3...you are invited to, with intention, to make your movement or gesture of confidence. Notice what happens on the inside.
3. Take a few seconds to think about a movement or gesture of joy. On the count of three 1...2...3...you are invited to, with intention, to make your movement or gesture of joy. You are free to make a vocalization too. Notice what happens on the inside.

Write down your self-soothing gesture.

Are there movements or gestures you can make that could help you move back into your Resilient Zone?

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Help Now! Strategies

1. Drink a glass of water/other beverage

Sensations observed:_____

2. Look around the space you are in and note whatever catches your eye

Sensations observed:_____

3. Name 6 colors you can see in the room

Sensations observed:_____

4. Count backwards from 20 as you walk around the room

Sensations observed:_____

5. If inside, notice the furniture and touch the surfaces, notice the textures you feel

Sensations observed:_____

6. Notice the temperature of the space

Sensations observed:_____

7. Walk and pay attention to the movement of your body and how your feet make contact with the ground

Sensations observed:_____

8. Slowly push your hands into the wall

Sensations observed:_____

9. Press your back into the wall

Sensations observed:_____

10. If you are outside, touch the surface of something in nature (tree, grass, etc.)

Sensations observed:_____

Nutrition Tips

- 1. Eat more vegetable and fruits.** Aim to get 3-5 servings of fruit or veggies each day.
- 2. Eat whole foods.** Try to have at least one whole food (i.e. not processed food) at each meal.
- 3. Eat antioxidant foods.** Berries, dark chocolate, turmeric, leafy greens, etc.
- 4. Increase fiber.** Beans, whole grains, and fruits/vegetables are all good sources of fiber.
- 5. Add, don't take away.** Dietary changes are often easier when you think about what you can add to your diet versus thinking of what to take away from your diet.

Exercise Tips

- 1. Find an enjoyable activity.** Exercise doesn't have to be boring. Choose a pleasurable activity, like playing badminton or doing yoga. Aim for fun, not more work.
- 2. Start small.** Commit to 10 minutes of exercise a day or add exercise to your daily routine (like walking to school or doing push-ups in your room).
- 3. Get outside.** The sun provides a mood "pick me up" of its own, producing serotonin in the brain. Take a walk outside or go swimming.
- 4. Schedule it in.** It's easy to skip exercise when we don't plan. Put it in your phone as part of your daily to-do's and celebrate when you check it off.
- 5. Mix it up.** To avoid feeling bored with exercise, try a number of different activities.
- 6. Team up.** Depression can be isolating. Ask others to do team activities or find an exercise buddy for accountability and to increase social interaction.
- 7. Minimize equipment.** Equipment can be expensive. Identify activities that don't require you to have equipment or facilities, like walking, running, or dancing.
- 8. Follow your energy.** If your energy fluctuates throughout the day, try to plan to exercise when your energy is at its peak. Alternatively, exercise when feeling sluggish for an energy boost.
- 9. Set goals.** Achieving goals improves mood and self-esteem. Set specific achievable exercise goals and reward yourself when you accomplish them.

My Support System

Support Person: _____

Things I like about their support: _____

Things I would like to be different: _____

What I would like to ask them for: _____

Support Person: _____

Things I like about their support: _____

Things I would like to be different: _____

What I would like to ask them for: _____

Support Person: _____

Things I like about their support: _____

Things I would like to be different: _____

What I would like to ask them for: _____

My Trauma Resiliency Plan

My most common triggers:

1. _____
2. _____
3. _____

Situations in which it is helpful to practice abdominal breathing:

1. _____
2. _____
3. _____

My Resources:

1. _____
2. _____
3. _____

Common areas in my body to locate pleasant/neutral sensations:

1. _____
2. _____

My Self-Soothing Gesture:

Favorite Help Now! Strategies:

1. _____
2. _____
3. _____

How can you weave the above skills into your daily routine? Which would be the most helpful to manage triggers and increase your ability to stay in the Resilient Zone?

APPENDIX

Resources

Apps for Smartphone, Tablet, or Computer

BreatheX

iChill

My Mood Tracker Lite

Take a Break!

What's Up?

Websites

The National Child Traumatic Stress Network: www.nctsn.org

Self Compassion Exercises: <https://self-compassion.org/category/exercises/#guided-meditations>

Books for Further Reading

Carpenter, E. (2013). *Life, reinvented: A guide to healing from sexual trauma for survivors and loved ones*. Denver, CO: Quantum Publishing Group.

Haines, S. (2007). *Healing sex: A mind-body approach to healing sexual trauma, 2nd Edition*. San Francisco: Cleis Press.

Matsakis, A. (1996). *I can't get over it: A handbook for trauma survivors, 2nd Edition*. Oakland, CA: New Harbinger Publications, Inc.

Miller-Karas E. (2015). *Building resilience to trauma: The trauma and community resiliency models*. New York: Routledge.

Williams, M. (2016). *The PTSD workbook: Simple, effective techniques for overcoming traumatic stress symptoms, 3rd Edition*. Oakland, CA: New Harbinger Publications, Inc.