



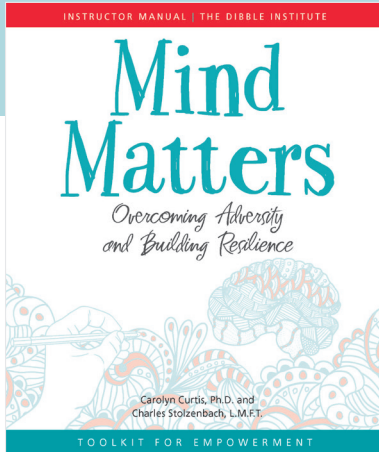
The Dibble Institute

Relationship Skills for Teens and Young Adults

Sample Activity

Mind Matters

Overcoming Adversity and Building Resilience



TOOLKIT FOR EMPOWERMENT

BY: CAROLYN CURTIS, PH.D. AND CHARLES STOLZENBACH, L.M.F.T

People who have experienced trauma and toxic stress often have difficulty managing life, school, parenting, and relationships. ***Mind Matters*** offers strategies to support the healing process to help individuals understand the effects of adversity and teaches them the skills that increases their potential. As participants learn the skills and strategies in ***Mind Matters***, they say, “It’s not what is wrong with me. It’s what happened to me.”

Mind Matters’ 12, one-hour group lessons or 21, twenty-minute, one-on-one sessions teach participants ages 12 and up skills that build resilience and increase hope. With practical, hands-on activities based on current neuroscience and psychology, participants are taught methods to take charge of their emotions and improve their states of mind. They learn to address their physical, emotional, relational, and mental health needs.

The skills taught in ***Mind Matters*** are designed to be practiced over a lifetime. The curriculum is not group therapy or psychotherapy. Rather, it is for paraprofessionals to use with groups or individuals to inspire, uplift, and set people on the journey of healing as they cultivate deeper resilience.

- **Instructor’s Manual** with 12 lessons and 21 one-on-one sessions for ages 12+
- Engaging **Participant Journal** that doubles as a coloring book
- Reproducible **master copies** of handouts
- **PowerPoint Slides** with guiding notes for the instructor
- **Enriching activities:** coloring, videos, music, dancing, and more
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Forewords

"Dr. Vincent Felitti, co-principle investigator of the CDC-Kaiser Permanente Adverse Childhood Experiences Study (ACE Study), a groundbreaking research project that identified the link between childhood trauma and adult onset of chronic disease, violence, and being a victim of violence, once said that there weren't enough therapists in the world to help people who suffer from the effects of childhood trauma.

He believed that people in the helping professions — teachers, clergy, emergency medical technicians, home visitors, youth workers, etc. — can benefit by education and tools to help others heal.

Mind Matters: Overcoming Adversity and Building Resilience — A Toolkit for Empowerment is just that. It's a well-written, well thought-out, and tested 12-hour course. It can stand alone or be integrated into other courses. It can be used with people of all ages — including teens, youth, and adults — in schools, community-based organizations, the justice system, foster care, shelters, and group homes. The instructors' manual is a remarkably clear and concise guide.

Dr. Carolyn Curtis and Charles Stolzenbach have truly created a gift to the community of people looking for a way to help others learn about just how normal childhood adversity is, how profound its effects are on our brains, bodies, lives, and communities, and, most importantly, how to soothe and heal ourselves.

Healing begins, within ourselves. From there we can continue to pay forward this new knowledge of human behavior and help people help themselves heal, with this toolkit tucked under our arms."

JANE STEVENS

Founder, publisher

ACEs Connection Network

ACEsTooHigh.com/ ACEsConnection.com

"This is a long-overdue curriculum. We've known for years that many of our students experienced trauma and other adverse life events that compromise their ability to learn the social and cognitive skills needed for success in today's world. Perhaps we imagined that we could do a work-around — that our curricula could be effective without attending to the central issues of adversity and resilience. Or maybe we assumed that other professionals or programs were taking care of those issues.

Now that we have "*Mind Matters*," there is no excuse for this blind spot. With a blend of up-to-date teaching strategies and scientific understanding, along with good pacing and sensitivity to student privacy and boundaries, this curriculum will be welcomed in a wide range of settings. It's the missing ingredient we've needed."

WILLIAM J. DOHERTY, PH.D.

Professor of Family Social Science, University of Minnesota

Regular contributor to Psychotherapy Networker

"As of this writing I served as a licensed psychotherapist for more than 40 years. I encountered numerous individuals whose lives have been seared by trauma. There are many types of trauma. The cause could be a sudden overwhelming explosion or repeated abuse. The resultant symptoms are consistent across cultures: hypersensitivity, intrusive memories, and social withdrawal. Trauma survivors are "burn" victims. They are raw. When a patient suffers a physical burn, the gentle healing procedures of a concerned physician cause pain because there is no protective insulation.

But, trauma survivors can learn from their ordeal. The Chinese concept for crisis is composed of two juxtaposed characters, danger and opportunity. Trauma can be a pathway for accessing resilience. But a map is needed.

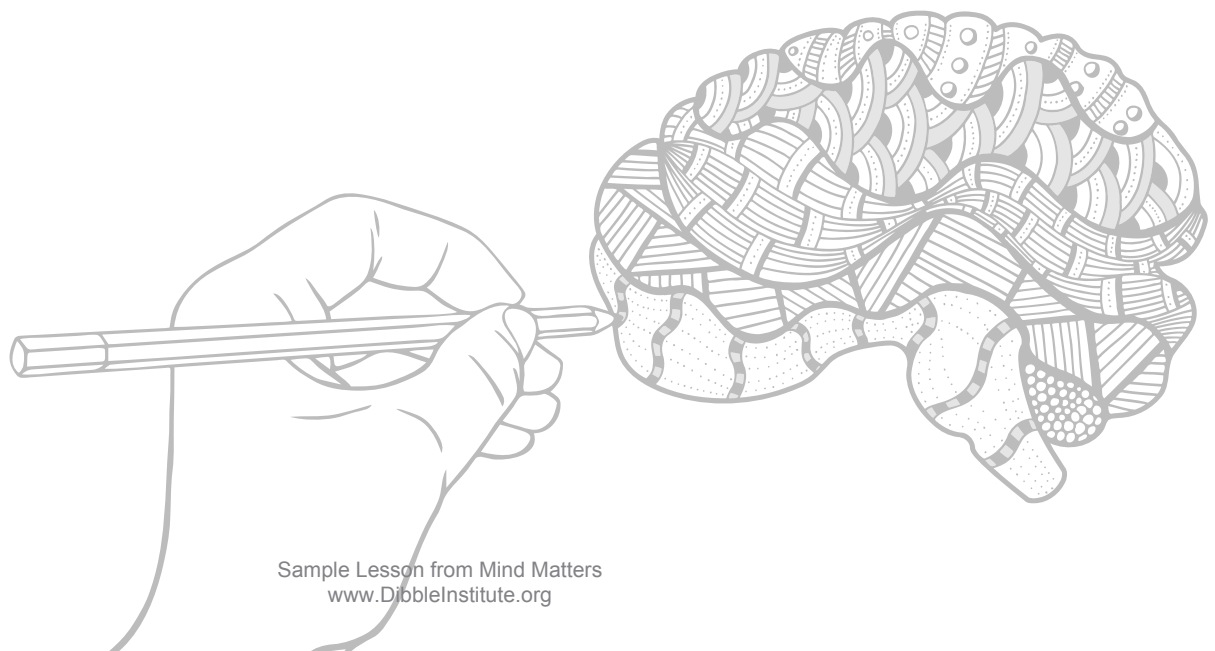
Mind Matters: Overcoming Adversity and Building Resilience is a clear, comprehensive program that consists of experiences that can create resilience and stress inoculation. By following this path those who have suffered trauma can heal themselves in the places where they were previously scorched. The skills learned can have a proactive effect in building insulation — eliciting resilience in those who have not yet been subjected to stressful events.

The program outlined by Carolyn Curtis in *Mind Matters* should be instituted in multiple settings to assist trauma survivors towards much needed healing. It is remarkably engaging, well researched, and a well-formulated path to creating resilience."

JEFFREY K ZEIG, PH.D.

Director

Milton H. Erickson Foundation and the Evolution of Psychotherapy Conference



Mind Matters Overview

The Mind Matters Pinwheel | Six Major Topics

The evidence-based materials in this program build on research in neuroscience and on the work of the leaders in trauma care. The curriculum focuses on five major topics: (1) Self-Soothing, (2) Developing an Observing Self, (3) Relationship Skills, (4) Compassion for the Hijacked Brain, (5) Self-Care, and (6) Intentionality.

1. Self-Soothing

Class begins with the Marshmallow Test for participants to understand the importance of intentionality. This light-hearted lesson includes four different self-soothing and emotional regulation skills.

2. Developing an Observing Self

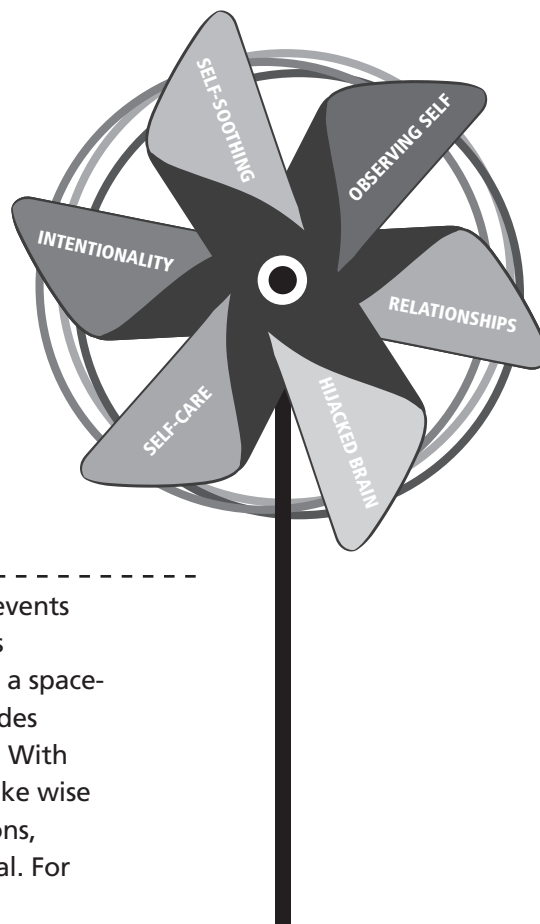
Developing an Observing Self allows us to observe and monitor events and processes, thoughts and emotions of our internal world. This observing capacity is a valuable personal tool and skill, providing a space-in-time between an event and response. This space-in-time provides an extra moment to decide how to respond to a given life event. With such tools, people are better equipped to observe, learn, and make wise choices. Participants will learn to do a Body Scan, identify emotions, distinguish thoughts and emotions, and create an Internal Journal. For many, this will be their first experience with self-study.

3. Relationship Skills

Supportive relationships are key to recovery from trauma. The ability to build relationships is essential. Participants will learn to listen deeply and are guided in developing compassion and understanding for others. Participants will also learn how to develop a personal support system and how to ask for help.

4. Compassion for the Hijacked Brain

Most participants in this program experienced trauma in their childhoods. These adverse experiences have left major effects on thinking and behavior. Overcoming trauma begins with understanding how traumatic experiences have changed the brain: emotionally, cognitively, and interpersonally. All lessons in this curriculum are directed towards growing the brain to overcome the impact of these traumas. In the Compassion for the Hijacked Brain section, participants can take the Adverse Childhood Experiences (ACEs) Questionnaire, if they wish. We emphasize the importance of installing a daily practice of skills that, over time, will change the brain's architecture. *Mind Matters* is a curriculum of hope.



Lesson 1 Self-Soothing

(Sample Lesson—through Activity 1.3)

Why We Do This

Self-Soothing is a skill that is developed over time through practice. The goal of self-soothing is to dial-down the reactive response of the body's central nervous system. Following an adverse or traumatic event, the nervous system is easily activated by sights, sounds, smells, tastes, and touches, causing abrupt, unplanned, and embarrassing social consequences. A traumatized person needs a means of reducing this automatic reactivity of their nervous system. Self-soothing techniques provide this. In this first lesson, four self-soothing skills are taught that will be practiced throughout the *Mind Matters* program.

Participant Objectives

1. Connect the key concept of self-soothing/self-regulation to positive life outcomes.
2. Recognize the difference between taking the time to decide rather than immediately reacting to persons, places, and things.
3. Learn four different self-soothing skills that can be used inside and outside of the classroom.
4. Practice self-soothing skills at least twice while in class.

Lesson 1 at a Glance (60 minutes)

WHAT IS MIND MATTERS?

- 1.1 Introduction to *Mind Matters* (15 minutes)
- 1.2 Marshmallow Test Overview and Activity (15 minutes)

SELF-SOOTHING SKILLS

- 1.3 Focused Breathing (10 minutes)
- 1.4 Peripheral Vision (5 minutes)
- 1.5 5-4-3-2-1 Skill (5 minutes)
- 1.6 Coloring

Please Note: Only the full explanations for Activities 1.1-1.3 are included in this sample.

SUMMARY, PRACTICE PLAN, AND FINAL SKILL EXERCISE (10 MINUTES)

Materials Checklist

RESOURCES

- Lesson 1 PowerPoint (<http://digital.dibbleinstitute.org/MM-MATERIALS/>)
- Toolkit (found in the pocket of this Instructor's Manual):
 - 1.a Focused Breathing
 - 2.a Peripheral Vision
 - 2.b 5-4-3-2-1 Skill

VIDEOS—hyperlinked in Lesson 1 PowerPoint:

- *The Marshmallow Test* (3:27)
- (Optional) *Three-Minute Breathing Space* (4:59)

CELL PHONE APP: hyperlinked in Lesson 1 PowerPoint

MATERIALS

- Flipchart/board and markers (for Group Agreements)
- Bag of marshmallows (optional)

PARTICIPANT JOURNAL: Lesson 1 (pgs. 3–6)

12 Marshmallow Test Overview and Activity | 15 minutes

Preparation Check

- _____ PowerPoint Lesson 1
- _____ *The Marshmallow Test* video (3:27) found in PowerPoint Lesson 1
- _____ Flipchart/board and markers (for "Discuss the concept of waiting" activity)
- _____ Bag of marshmallows (optional)

Rationale

This section will begin to teach tools that decrease reactivity, assist with self-regulation, and help develop resilience.

Marshmallow study. We start with the Marshmallow Study because it is funny and starts the class in a lighthearted way. At the same time, it presents the foundation for the class: reducing reactivity and increasing self-soothing skills. People who can wait do better in school, better in relationships, make more money, and are more successful in life. They can overcome obstacles because they can wait, assess the challenge, and make wiser choices. They can respond rather than react. This introduction is an explanation for the profound benefits this curriculum can have on people: learning to wait or delaying gratification.

Safety Tip

During the discussion "Waiting and You," some participants may over-share (share confidential or traumatic information) regarding a time they wish they had waited. Use your best judgment with your population regarding whether or not to offer sharing a time about when they wish they had waited. You can model a very light example and/or choose to have them share regarding a time they were thankful that they waited.



MARSHMALLOW TEST OVERVIEW AND ACTIVITY

Show *The Marshmallow Test* video, then begin a discussion using the material that follows.

The video is hyperlinked inside the PowerPoint slide for Lesson 1. Enjoy the laughter and giggling.

This video is a result of a study by a group of social scientists who wanted to know what it took to have the emotional control to wait for something and to have patience. They invited parents to bring their young children as subjects of this research. They wanted to know what difference it makes over the course of a child's life if he or she can wait and have emotional control. These same researchers, then, kept track of these children over the next twenty years.

Optional: Pass out marshmallows so that each participant has one marshmallow to hold while watching the video or until the end of class.

Lesson 1 *Self-Soothing*

Special Note to Instructor

There is some controversy regarding the Marshmallow Study and why some kids could wait and other kids could not. Some researchers believe that some children cannot wait for a reward if they don't trust that the person offering the reward will give it to them. Other researchers believe that the child's ability to wait is an indicator of a child's ability to manage internal urges for the benefit of delayed gratification. Others believe the ability may rest in how positive the reward is over the current offering. Ultimately, there is no one answer as to what motivates a person to choose immediate gratification versus delayed gratification. However, regardless of why a child waits, those who can wait have been shown to have better life outcomes.

Discuss the concept of waiting

Why couldn't some kids wait? We can't read their minds, but let's brainstorm some reasons why you think they couldn't wait. Or, why can't people wait in general?

If time permits, write their answers on a flipchart or board. There are no wrong answers.

Encourage their answers to include:

1. Physical hunger
2. Emotional excitement, especially if someone really likes marshmallows
3. Mistrust of the person who is supposed to bring the second marshmallow
4. Experiences with parents or caretakers who are not trustworthy
5. A general lack of stability in someone's life. One researcher stated, "If you are used to getting things taken away from you, not waiting is the rational choice."
6. If you grow up in a family where there is not enough to go around, you learn that you better eat it now or there will not be anything for you.
7. For some people, they believe the word "wait" means "no."

Let's talk about the emotional side of waiting. Emotional reactions are quick, almost instantaneous. A person may not even notice that a decision was made. Some emotional reactions can include increased heart rate, feeling something in your stomach, or muscle tightness. They may cause a person to take a sudden pause or become confused. Emotional reactions are hard to explain; they vary with each person. They also vary from situation to situation. When emotional reactions happen, it might mean that something from the past is interfering with the present.

Waiting and You

Waiting is a challenge for many. Most people have had moments when they have been impulsive: eating the next cookie, doing something risky, deciding not to take good care of themselves. If a person is particularly hungry, angry, lonely, or tired, they are more likely to be unable to wait.

We know there are moments in which quick decisions happen. These are the times when there is no thought about the consequences. Can you think of times when it would have been better for you to wait? Or, can you think of a time when you were thankful that you did wait?

Discuss the research results

Remember, I said that the researchers kept track of these kids for the next twenty years? They did find some big differences between the lives of the kids who could wait to eat the marshmallows and the kids who couldn't. What do you think the researchers found about kids who could wait? How were their lives different? Allow time for brainstorming.

Lesson 1 *Self-Soothing*

1.3 Focused Breathing | 10 minutes

Preparation Check

- _____ PowerPoint Lesson 1
- _____ Toolkit Exercise: 1.a Focused Breathing
- _____ Optional: *Three-Minute Breathing Space* video (4:59) found in PowerPoint Lesson 1
- _____ Participant Journal: Focused Breathing (pg. 3)

Rationale

This section serves two purposes for participants: (1) to understand the need to remain calm and in control when facing a challenge—the definition of resiliency—and (2) to develop the tools to modulate and control the nervous system. These are the foundational skills of this program and are repeated throughout the curriculum. Remember to begin and end each lesson with a self-soothing/self-regulation exercise.

Focused Breathing is our first self-soothing skill. The proven benefits of this skill are well known. People who practice it daily become calmer, less reactive and defensive, and more open, receptive, and loving.

Investing time in this exercise changes the way the brain functions. The human brain developed over millions of years. From earliest times, the brain developed and evolved as an “anticipation machine,” constantly scanning the environment for threats to survival. This increased the chances of living another day. Humans could relax only when the environment looked and felt extremely safe. People who experience many adverse childhood experiences grow this part of the brain to protect themselves. The challenge for many of us in the 21st century is that we’ve forgotten (or never learned) how to turn off our danger-scanning process that comes with having a brain. Having a brain concerned about dangers 24/7 leads to chronic stress. Chronic stress builds and builds until finally, the stress breaks through as physical or mental health problems.

Focused Breathing, or Diaphragmatic Breathing, offers a way to turn off the brain’s “danger-scanning” activity. Breathing is predictable, safe, and stress-free. The purpose of the exercise is to teach participants an easy-to-master primary skill for self-soothing.

Safety Tip

Occasionally, some people may experience discomfort from hearing deep breathing. This may be a reaction to a past memory or sensation. If you notice that someone is having difficulty, give them permission not to participate. If you have a window in your classroom, suggest that they watch the clouds go by or the rustling tree leaves. Or, they may want to take a break outside of the room. It is important that if someone wants to be excused, they can be. Later, there will be many other methods of self-soothing they can use. Remember, if you are going to touch someone, make sure you have their permission.

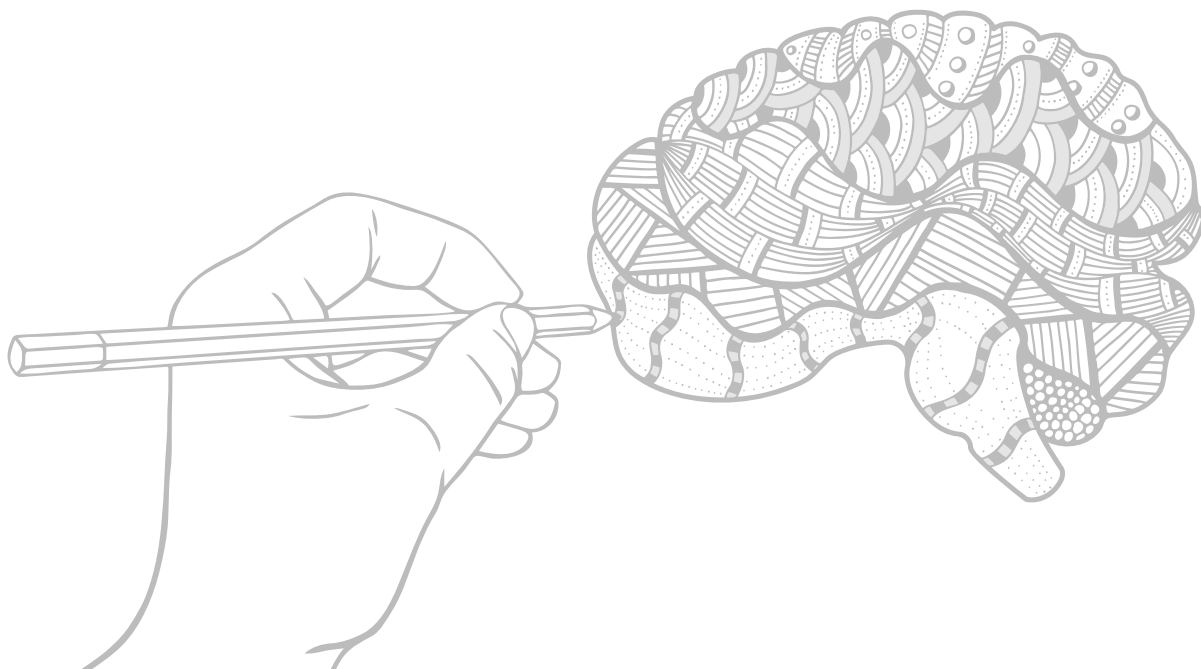
Lesson 1 Self-Soothing

Provide Research Supporting Focused Breathing

The research on Focused Breathing is amazing.

- 1. The flight-fight part of the brain (amygdala) decreases.*
- 2. The thinking, compassionate part of the brain (prefrontal cortex) increases.*
- 3. When the prefrontal cortex grows, our ability to think about difficult situations increases, which reduces our reactivity (Bing-Carar, 2016).*
- 4. A part of your brain called the Insula activates as you tune in to your body. This leads to a cascade of physical changes: new receptors get built at busy synapses (this is where brain cells meet and connect to one another), sensitizing them. These new brain connections grow in a matter of minutes.*
- 5. At the same time as you practice, by no longer paying attention to your usual thoughts, the brain cells responsible for troubling thoughts, emotions, and memories begin to wither away.*
- 6. Your DNA can then begin its creative work, causing growth and strengthened connections within your brain.*
- 7. There is also a lot of research on the decrease in levels of stress hormones.*

Just like repeatedly lifting weights to build a muscle, repeated patterns of mental activity, like Focused Breathing, build new brain structure. In fact, the mind itself is the greatest sculptor and creator of the brain.





Instructor's Manual

Appendix One-on-One Instruction

Welcome to our One-on-One Instructional Appendix. This guidance was developed to meet the needs of home visitors, mentors, case managers, and others who are working one-on-one with people. *Mind Matters* is not a replacement for counseling or the need for a psychotherapist. The material in *Mind Matters* is designed to bring together many avenues for personal healing and building resiliency. Some people will never see a therapist and there are many who simply do not have access to one. This supplement is offered as a way for people to heal from adverse experiences and trauma through a psycho educational program with individuals. It takes the information from the *Mind Matters* Instructor Manual and the Participant Journal and makes it usable in one-on-one situations. We have selected key parts of the *Mind Matters* curriculum to create 21, 15- to 20-minute sessions that can easily be used in individual settings. We wish you the very best as you meet with individuals to provide them these needed skills and information.

Warm regards,

Carolyn and Charles

WORKING WITH INDIVIDUALS

Since you will be working one-on-one, it is important that you first build a safe and trusting relationship with the participant. Be supportive, empathetic, open, and self-aware. Before beginning instruction, you will want to complete your own ACEs questionnaire and get familiar with your own trauma history. This means you will want to practice self-awareness, noticing when your own past adversities start getting in the way of you listening, expressing empathy, or being supportive of the participant's struggles.

Next, learn to use and practice the brain-training, resiliency skills presented in the *Mind Matters* Instructor Manual. Keep in mind that the work is always participant centered. Have an attitude of viewing the person's challenges or problems as an opportunity for growth. Express the belief that they can make changes and move forward. Stay focused on the participant's positive achievements. Encourage continued movement toward their goals. Keep in mind, the person is the expert on her/his life. Focus on strengths. Emphasize that brief, frequent practices, which are done throughout the day, are best.

The relationship you develop with the participant is the key. Your caring and supportive relationship provides motivation for them to make positive changes in their life and the life of the family. Your relationship models a strong and safe connection that can be repeated by the participant with others. Positive relationships impact and change brain development, genetic expression, physical and emotional health: resiliency. The relationship you make with the person is the vehicle that moves forward healthy and healing changes. This work will be a new experience for the participant; it can change their world.

Therefore, creating a health-giving, supportive relationship with the participant is the priority. At times, they may be experiencing a great deal of stress. The focus of this visit will be to listen. It is important that you are free to listen deeply, with care and compassion.

Your agenda for the moment is set aside. At some point in the conversation it may be helpful to suggest a *Mind Matters* resiliency skill, such as grounding, self-soothing, or tapping. At such time, a suggested skills practice can feel caring and appropriate.

The aim of *Mind Matters* and your work is to teach skills and listen. Therefore, if someone begins to share negative experiences from their past, be empathetic and do your best to show understanding. Say, "That was *terrible*," or, "I am sorry that happened to you." "As you learn the resiliency skills from *Mind Matters*, I think you will be better able to cope with what has happened to you." "Thank you for sharing this with me." "Would you be interested in seeing a counselor?" Go slow with this conversation and listen deeply to what your participant says. Many times, it is enough that they have finally told someone. So, just take your time.

Preparing to Teach *Mind Matters*

You will need to learn, practice, and use all the skills **before you teach them**. You may learn about your own resistance to practicing and how difficult it is to find time to do it. All of these skills are new, different, and somewhat unusual. Even though a resiliency skill may work very well for you, remembering to use it at a critical moment may not happen. The brain wants to do what it has always done from childhood in situations like this, unable to remember that you now have a better way. So, there is a natural reluctance to use newly learned skills. Therefore, you must be empathetic as your participant struggles with practicing and applying the skills. At the same time, through your own use, you will have the opportunity to discover how effective they are for yourself. Notice how you can now deal with a problem that has hounded you for a long time. Then, when you teach the participant a skill, you can do it with confidence. You know it works. Without first using these skills yourself, however, you will be far less convincing.

We expect that you will adjust this curriculum to meet the needs of the people you serve. Teaching this material one-on-one would require a different framework. For example, case managers and mentors may want to start with a short lesson to add structure to the meeting. Follow this with a short conversation around the topic of the lesson. For example, a discussion of applying efficient sleep practices would follow the lesson on efficient sleep. With a home visitor, some activities would include participating with an infant or toddler. In such instances, the home visitor might model the exercise while the parent holds the child and then reverse roles. Make adjustments to meet the needs of the people you serve. Please keep us informed of the adjustments that you have made.

Start Every Session (beginning with Session 4):

It is best to start every meeting with a self-soothing skill, like breath work. It only needs to take a minute or two. If the participant is practicing a specific self-soothing skill, use that one. Participants will tell you what soothing method they like the best.

End Every Session:

Every lesson ends with a practice plan that is written in the Participant Journal. Practicing skills is important to reinforce what is learned in the session and build the brain. Consistent use gradually reduces reactivity and increases resilience. Completing the form in the Participant Journal increases the likelihood of a person using skills and improving their life. The charts in the Participant Journal regularly review all of the skills that they have previously learned and give them the opportunity to commit again to practicing those skills.

Appendix *One-on-One Instruction*

SESSION ONE (15–20 mins.)

Lesson 1: Marshmallow Test Overview and Activity (pgs. 3–5)

- *The Marshmallow Test* video: Show *The Marshmallow Test* on your phone or tablet (https://www.youtube.com/watch?v=QX_oy9614HQ). The focus of the video is the benefit of learning to wait.

SESSION TWO (15 mins.)

Lesson 1: Focused Breathing & Peripheral Vision (pgs. 6–9 & Toolkit 1.a & 2.a)

- Focused Breathing and Peripheral Vision are practices that calm stress and dial down nervous reactivity by changing the structure of the brain. **Remember, short, frequent practices work best.** Ask the participant how many times a day they would be willing to practice Focused Breathing. Four, 2-to-4-minute practices are ideal to get started. This is the beginning of brain-training and the building of resilience. Through this practice, new habits of mind gradually develop.
- Focused Breathing can be a three-step training to teaching the body to dial down its nervous system (Toolkit 1.a). Peripheral Vision is also a brain-training practice, teaching the brain how to reduce stress and soothe the nervous system through visual concentration (Toolkit 2.a).
- Ask the client to select a skill they have learned to practice this week.

SESSION THREE (15 mins.)

Lesson 1: 5-4-3-2-1 Skill, Coloring, & Practice Plan (pgs. 10–13, Toolkit 2.b, & Participant Journal pgs. 5–6)

- **5-4-3-2-1**, described in Toolkit 2.b, brings the mind back into the present following a stressful event, real, imagined, or remembered. 5-4-3-2-1 is a self-soothing practice that refocuses the brain from past or future into the present.
- **Coloring** (bring a page from a coloring book or use page 5 of the Participant Journal): Coloring is another method of self-soothing through the refocusing of attention and concentration.
- **Cell Phone Challenge** (page 13) is a practice in learning to wait that you may wish to introduce.
- **The Practice Plan** (page 13, Participant Journal page 6): Assist the participant in writing down what they will practice, when, and how often between today and your next visit.

Toolkit 1.a Focused Breathing

Why?

The purpose of this exercise is to calm the body and quiet the mind. Studies have shown that consistent practice of breathwork can change the brain for the better, letting people think rather than react to situations.

Instructions

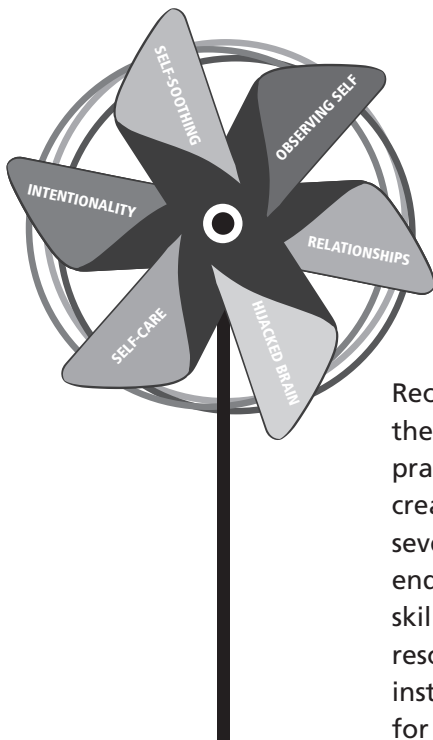
1. *I will now talk you through the Focused Breathing. At times, I will talk. Other times, I'll stop talking so that you can focus on your breath.*
2. *Sit quietly with your feet flat on the floor and back straight. Place your hands just below your rib cage with thumbs resting on the bottom rib or rest your hands in your lap.*
3. *As you inhale, breathe in slowly through your nose with your mouth closed. Feel your hands rise with the in-breath. Exhale slowly through your nose. Notice the hands moving inward toward the spine as you exhale.*
4. *Breathe in 1,2,3, Hold 1,2,3, Exhale 1,2,3,4,5,6. Breathe in 1,2,3, Hold 1,2,3, Exhale 1,2,3,4,5,6.*
5. *We will continue for 4 minutes. (Pause your talking as needed.)*
6. *Inhale slowly through your nose; don't rush or force the air; feel your belly rise.*
7. *Exhale slowly through your mouth; feel your belly fall.*
8. *Continue to breathe. (Pause your talking as needed.)*
9. *Breathe in 1,2,3, Hold 1,2,3, Exhale 1,2,3,4,5,6.*
10. *Two minutes have passed and we have two more. (Repeat instructions as needed.)*
11. *One minute remaining and we will be finished.*
12. *You can now start to move out of this Focused Breathing. You can wiggle your fingers and toes. Open your eyes (if they are closed) and breathe naturally.*

INTRODUCTION: *Mind Matters: Overcoming Adversity and Building Resilience*

Mind Matters is a program to assist people in overcoming negative experiences, both in adulthood and childhood, that affect their well-being. The most current research indicates that these experiences change our brains. It has also been shown that people can grow their brain to overcome these experiences and build resilience. *Mind Matters* builds the capacity to recover from difficulties. The material covered in this program is research and evidence based and shown to be effective in overcoming these negative experiences.

OVERVIEW: *Mind Matters: Overcoming Adversity and Building Resilience*

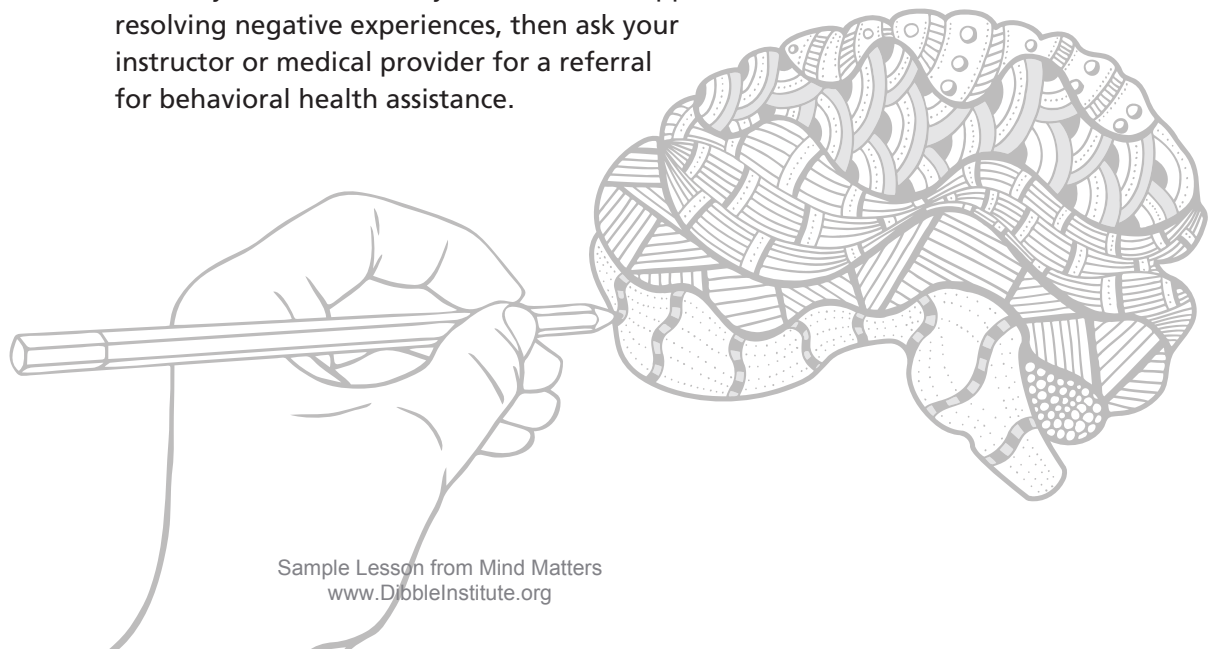
Mind Matters uses a collection of the latest information on neuroscience designed to reduce the effects of trauma by reducing reactivity and moving toward healing of traumatic experiences. It is a skills-based program.



GOALS OF THE PROGRAM

- 1 UTILIZE SELF-SOOTHING SKILLS
- 2 DEVELOP AN OBSERVING SELF
- 3 STRENGTHEN RELATIONSHIPS
- 4 COMPASSION FOR THE HIJACKED BRAIN
- 5 PRACTICE SELF-CARE
- 6 LIVE INTENTIONALLY

Recognize that some of the methods will take some time to be effective. Give the methods a chance to be successful. Therefore, you will want to “try out” by practicing a method daily for a month. Some of the activities require that you create new habits. Research indicates that if you do something regularly for seven weeks, you can create a new habit. To help you create new habits, at the end of the class we have a chart to keep track of your activity with these new skills. If you discover that you need more support in resolving negative experiences, then ask your instructor or medical provider for a referral for behavioral health assistance.





Participant Journal

Lesson 1 Self-Soothing

Focused Breathing

Why?

The purpose of this exercise is to calm the body and quiet the mind. Studies have shown that consistent practice of breathwork changes the brain, giving you more time to think what it is you want to do instead of immediately reacting to something.

How:

1. Sit quietly with your feet flat on the floor, back straight. Place your hands just below your ribcage with thumbs resting on the bottom rib. Put your full attention on your breathing. You may find it easier to practice this skill in a standing position for the first 3-4 times you practice
2. As you inhale, breathe in slowly through your nose with your mouth closed. Feel your hands rise as you inhale. Exhale slowly through your nose. Notice your hands moving inward toward the spine as you exhale.
3. Observe your body breathing in, filling the lungs. Then, notice your body breathing out. Notice the subtle movements in the chest and diaphragm.
4. Practice Focused Breathing 4-5 times for 3-4 minutes throughout the day. Practice Focused Breathing whenever you feel any stress or tension anywhere in your body.