

# TRAUMA 101

## FACILITATOR MANUAL



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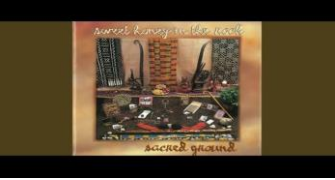



Supported by a grant from the Chicago Department of Public Health Office for Violence Prevention.




# Trauma 101 Facilitator Workshop

## Facilitator Manual


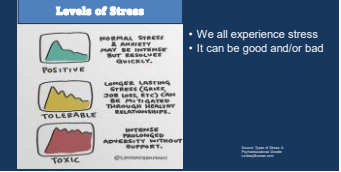
Slides	Learning Objectives	Notes	Key Teaching Points
		Music playing as participants gather	
<p><b>Understanding Trauma and Resilience 101</b>  <small>A Wisdom Sharing Workshop Developed by The Courage to Love in Action Collaborative</small></p> 	<p>Welcome            Introductions            Project Background</p>		
<p><b>Workshop Goals</b></p> <p>Participants will leave the program with increased awareness and ability to:</p> <ul style="list-style-type: none"> <li>• Discuss the crucial role healthy relationships (personal, interpersonal, systemic and structural) play in organizational well-being (Hospitality)</li> <li>• Define trauma and toxic stress</li> <li>• Understand the impact of trauma and toxic stress on our behavior, our bodies, families, and communities</li> <li>• Apply practices that support the power of positive social connection to protect and heal trauma and toxic stress</li> <li>• Apply practical skills for practicing trauma-informed care</li> </ul>	<p><b>Participants will leave the program with increased awareness and ability to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the crucial role healthy relationships (personal, interpersonal, systemic and structural) play in organizational well-being. (Hospitality)</li> <li>• Define trauma and toxic stress</li> <li>• Understand the impact of trauma and toxic stress on our behavior, our bodies, families, and communities</li> <li>• Apply practices that support the power of positive social connection to protect and heal trauma and toxic stress</li> </ul>	Review the goals of the training	

Slides	Learning Objectives	Notes	Key Teaching Points
	<ul style="list-style-type: none"> <li>Apply practical skills for practicing trauma-informed care</li> </ul>		
	Relationship Building	Energizer Examples: <ul style="list-style-type: none"> <li>Palm Tree, Elephant, Jello</li> <li>25 Count</li> </ul>	Trauma, healing, and resilience are all rooted in relationships. Part of the skill and practice of trauma-informed care is making time forgetting acquainted and building relationships.
	Relationship Building	Ice Breaker Example: Have you ever...? (Participants stand up or popcorn answers)	
<p>“The nature of living and loving is the act of reciprocity....What if it is the guest who gives to the host and it is the host who receives from the guest each time she sets her table to welcome and feed those she loves? To be the guest and the host simultaneously is to imagine a mutual exchange of gifts predicated on respect and joy.”</p> <p style="text-align: center;"><small>- Terry Tempest Williams, When Women Were Birds</small></p>	Centering and Inspiration	Ritual Example Mindfulness Hospitality Quote	<p>Being centered and grounded in mindfulness and wholeness is also essential for trauma-informed practice.</p> <p>Trauma-informed care is not just about knowing content and facts. It is about the intentional practice of relationality.</p> <p>Do not skip over taking time in your workshop to provide ways for people to connect and get to know each other.</p>


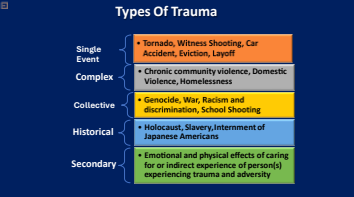
Module 1: What is Trauma/Toxic Stress?			
	<p><b>Desired Outcomes. Learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define trauma utilizing SAMSHA's three Es</li> <li>2. Understand that the experience of trauma is common</li> </ol>	<p>The US Office of Substance Abuse, Mental Health and Addiction defines trauma as an event, series of events or set of circumstances that is experienced by an individual as physically, emotional harmful or life-threatening that is experienced and results in long-term effects on an individual's functioning and mental, physical and/or spiritual well-being. It is commonly called the 3 Es.</p>	<p>Trauma may be defined using SAMSHA's utilizing SAMHA's 3 E's framework</p> <ul style="list-style-type: none"> <li>• An event or set of circumstances occurs</li> <li>• The event is experienced as harmful or life-threatening</li> <li>• The experience may influence the physical, emotional, and/or spiritual well-being of an individual, organization or society.</li> </ul>
	<p><b>Learners will be able to:</b> Explain key findings of the Adverse Childhood Experience Study (ACES) &amp; its limitations</p>	<p>We will now view a short TED talk that features Dr. Nadine Burke. In this video she will provide a short history of the Adverse Childhood Experience Study called the ACES study which initiated the exploration of our current understanding of trauma and its importance to human well-being and thriving.</p> <p>Invite participants to identify what is meaningful to them regarding trauma.</p> <p><b>Question:</b> What resonated with you?</p>	<ul style="list-style-type: none"> <li>• <b>Exposure to early childhood adversities or trauma can have short and long-term impacts on our health and well-being</b></li> <li>• This exercise invites everyone to explore their connection to the topic of trauma and its risk factors.</li> <li>• It also seeks to help learners understand that the experience of trauma is not "others or them people". It is <b>US</b>.</li> </ul>


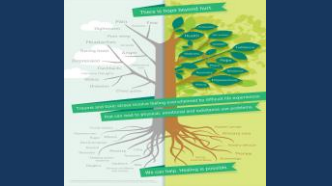
<p><b>Exercise: Walk Around Brainstorm</b></p>		<p><b>Walk Around Brainstorm</b>  Post 5 sheets of flip chart paper on the walls with the following headings:  Community  Family  Nature  Organization  Miscellaneous</p> <p>Have learners brainstorm various sources of traumas that can occur in these settings. Then have each participant take a marker and move from sheet to sheet putting their ideas on each category.</p> <p><b>Question:</b> What can we say about trauma based upon what you see?</p> <p><b>Question:</b> Is there anyone in the room who has not experienced at least 1 of the traumas or adversities listed on the flipcharts.</p> <p><b>(Be sure to leave the flip chart paper up on the wall as participants will use them to brainstorm healing centered approaches for each category)</b></p>	<ul style="list-style-type: none"> <li>• <b>The experience of trauma is common</b></li> <li>• <b>When we observe unhealthy behavior, it is the result of “bad” things happening to the person or a people. It doesn’t mean that the person is bad. A bad thing happened to them.</b></li> <li>• <b>Trauma can happen in a variety of settings including their settings</b></li> </ul>
<p><b>Adverse Childhood Experiences (ACE) Study</b></p> <ul style="list-style-type: none"> <li>• 1997—Kaiser Permanente and CDC  <small>Robert Anda and Vincent Felitti</small></li> <li>• 17,337 participants</li> <li>• Solidly middle class, insured</li> <li>• Average age = 57</li> <li>• 10 Questions about Adverse Childhood Experiences (ACEs)</li> </ul> 		<p><b>Limitations of ACES</b>  Between 1995- 1997 CDC and Kaiser conducted population study utilized a 10-question survey of</p> <ul style="list-style-type: none"> <li>• 17, 337 participants</li> <li>• Middle class white insured</li> <li>• Average age of 57</li> </ul>	




		<p>The study was designed to examine the relationship between childhood experiences and health outcomes.</p> <p>The ACE questionnaire included experiences of:</p> <ul style="list-style-type: none"> <li>• Physical, sexual or verbal abuse.</li> <li>• Physical or emotional neglect.</li> <li>• Separation or divorce.</li> <li>• A family member with mental illness.</li> </ul> <p>A family member addicted to drugs or alcohol.</p> <p><b>These adversities are a reflection of the quality of interpersonal relationships which are shaped by the environment in which we reside.</b></p> <p><b><u>Limitations of ACES</u></b></p> <p>The study's population was not representative of the diversity in US population in that the study participants were primarily:</p> <ul style="list-style-type: none"> <li>• white</li> <li>• middle class</li> <li>• insured</li> <li>• Therefore, the results cannot be generalized to those who are not participants in the study i.e. urban, people of color, those with low-income</li> </ul>	
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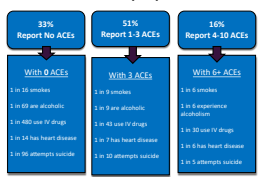
<p>ACE Scale: Improved by Adding Additional Adversities</p>  <p>Expanded ACEs Property Victimization Peer Victimization Community Violence Socioeconomic Status Someone close with a serious illness Below average grades Parents always arguing Lack of good friends Historical trauma (racism, etc.)</p> <p>Putting Children on a Healthy Path   Children's Hospital of Philadelphia Dr. Roy Wade</p>	<p><b>Learners will be able to:</b> Explain how Dr. Roy Wade's Philadelphia Study expands our understanding of trauma</p>	<p>Our understanding of ACES was expanded by Dr. Roy Wade, a pediatrician and researcher in Philadelphia who studied the risk factors that are associated with trauma. He explored a diverse population of children living in an urban environment who had different experiences than the middle-class insured population in the original ACES.</p>	<p>The experience of adversity and the risk factors that result in trauma are common among those who are well resourced and those who are disenfranchised. <b>They are a reflection of our relationship with ourselves and others--interpersonally, socially i.e. public policy that creates poverty and the economic gap in the US.</b></p>
 <p><b>Levels of Stress</b></p> <p>• We all experience stress • It can be good and/or bad</p> <p><b>POSITIVE</b> NORMAL STRESS AND WE CAN EASILY RESOLVE STRESS.</p> <p><b>TOLERABLE</b> LONGER LASTING STRESS CAN IMPACT OUR HEALTH AND WELL-BEING THROUGH CHRONIC STRESS.</p> <p><b>TOXIC</b> CHRONIC STRESS CAN IMPACT OUR HEALTH AND WELL-BEING THROUGH CHRONIC STRESS.</p>	<p><b>Learners will be able to:</b> Explain the relationship between the <b>types</b> of stress and trauma</p>	<p>There are three levels of stress—positive stress, tolerable stress and toxic stress.</p> <p><b>Positive stress</b> may be intense but resolves quickly. We recognize that the experience of stress is normal and healthy. It helps us respond to threats. For example, we are walking through the forest, and we spot a bear, if you're like me, you will experience stress. If I simply take flight when I encounter the bear and my stress level returns to normal, we call it positive stress.</p> <p><b>Tolerable Stress</b>, last longer and does not have a long-term impact on my emotional, physical and spiritual well-being. health is tolerable. Examples of tolerable stress include grief, job loss, or loss of a loved one due to divorce, separation or death.</p> <p><b>Toxic Stress</b> is unhealthy. If we encounter this same bear in the forest and when you go home, you</p>	<ul style="list-style-type: none"> <li>• There are 3 types of stress.</li> <li>• Positive stress is a gift that allows us to respond to danger or threats to our well-being. It helps us restore a sense of safety or connection.</li> <li>• Stress is toxic when the body responds as if there is a threat when no threat exists. We feel disconnected</li> </ul>






		<p>still experience a high level of stress when no bear is present.</p>	
		<p>When we experience stress, the body releases cortisol, the stress hormone. Increases in cortisol cause the body to have 1 of 3 responses to a perceived threat--fight, flight or freeze.</p> <p>The response is toxic when the cortisol levels remain high even when there is no real threat.</p>	
	<p><b>Learners will be able to:</b> Describe the primary types of trauma</p>	<p>There are 5 primary types of traumas.</p> <ul style="list-style-type: none"> <li>• Single event—single event i.e. tornado</li> <li>• Complex—chronic community violence, homelessness</li> <li>• Collective—intergenerational trauma experienced by a group i.e. racism, genocide</li> <li>• Historical—intergenerational trauma holocaust, slavery</li> <li>• Secondary—the indirect effects of caring for trauma victims.</li> </ul> <p>The primary types reveal that trauma can be the result of direct exposure to trauma as a single or complex events. It can also be a collective (collective and historical) as well indirect experience.</p> <p>The science of epigenetics which recognizes that trauma can alter our normal genes and that the altered genes are transmitted the to the next generation and shows up in our responses to stress and our capacity to self-regulate when faced with stressors.</p>	<ul style="list-style-type: none"> <li>• There are 5 primary types of traumas</li> <li>• Single, complex and collective traumas are wounds that are experienced by an individual or group.</li> <li>• Historical trauma is the result of experiences of our ancestors</li> <li>• Secondary trauma is indirect and results from caring for persons that are experiencing trauma(s).</li> </ul>



		<p>The adversity tree provides an image of viewing the relationships between an adverse environment and adverse childhood experiences.</p>	
	<p><b>Learners will be able to:</b> Realize that trauma or hurt co-exist with resilience and hope.</p>	<p>It is important to remember that the hurt of trauma co-exists with resilience and the capacity to hope.</p> <p>As we discuss hurt and trauma, please remember that we are present today, because we possess the seeds of hope and resilience.</p>	<p>No matter our history or experiences in life, remember that we possess the seeds of resilience given to us by our ancestors and the supportive relationships that we've experienced throughout our development and growth.</p>



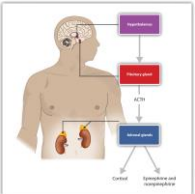
<b>Module 2: Impact of Trauma and Toxic Stress</b>			
 <p>What do we know about how trauma (and love) impact our bodies and our behaviors?</p>	Transition to next module	This is a transition slide to introduce the next module which focuses on the impact of our experiences on our bodies, behaviors, and communities.	
 <p>The child may not remember, but the body does!</p>		<p>Read the slide: The child may not remember, but the body does.</p> <p>Our bodies absorb the experiences we have. Our experience literally gets under our skin. In this section, we'll explore in more depth how this happens.</p>	All of our experiences—stressful <b>and</b> loving—have an impact on our bodies minds, spirits, families, and communities.
	<p><b>Learners will be able to:</b> Understand that trauma, stress, and adversity affect our bodies.</p>	<p>The Adverse Childhood Experiences study, as well as studies looking at other kinds of trauma and adversity, have found that there are direct and significant links between adverse experiences and rates of mental and physical health issues.</p> <p>Review the slide and note some of the health issues that are related, such as (or any of the health concerns that are of interest to you).</p> <ul style="list-style-type: none"> <li>Smoking</li> <li>Alcoholism</li> <li>Diabetes</li> <li>Depression</li> <li>Stroke</li> <li>Heart Disease</li> </ul>	<p><b>Remind learners:</b> Not everyone who experiences trauma, stress, or adversity will have poor health outcomes! <b>Trauma simply increases the risk that a person faces.</b></p>

<p><b>WHAT IMPACT DO ACEs HAVE?</b></p> <p>As the number of ACEs increases, so does the risk for negative health outcomes</p>  <p>0 ACEs 1 ACE 2 ACEs 3 ACEs 4+ ACEs</p>	<p><b>Learners will be able to:</b> Understand the relationship between the number of experiences of adversity a person has and their health risks.</p>	<p>There is a “stair-step” relationship between the number of ACEs or other experiences of adversity a person has, and their risk for poor health outcomes.</p> <p>The <b>more</b> experiences of stress and trauma that a person has, the more likely a person is to experience challenges to their physical and mental health.</p>							
<p>Out of 100 people...</p>  <table border="1"> <thead> <tr> <th>Report No ACEs (33%)</th> <th>Report 1-3 ACEs (51%)</th> <th>Report 4-10 ACEs (16%)</th> </tr> </thead> <tbody> <tr> <td> <b>With 0 ACEs</b>            1 in 10 smokes            1 in 69 use alcoholics            1 in 480 use IV drugs            1 in 14 has heart disease            1 in 96 attempt suicide         </td> <td> <b>With 3 ACEs</b>            1 in 9 smokes            1 in 9 use alcoholics            1 in 43 use IV drugs            1 in 7 has heart disease            1 in 22 attempt suicide         </td> <td> <b>With 6+ ACEs</b>            1 in 6 smokes            1 in 6 experience alcoholism            1 in 30 use IV drugs            1 in 6 has heart disease            1 in 5 attempt suicide         </td> </tr> </tbody> </table>	Report No ACEs (33%)	Report 1-3 ACEs (51%)	Report 4-10 ACEs (16%)	<b>With 0 ACEs</b> 1 in 10 smokes 1 in 69 use alcoholics 1 in 480 use IV drugs 1 in 14 has heart disease 1 in 96 attempt suicide	<b>With 3 ACEs</b> 1 in 9 smokes 1 in 9 use alcoholics 1 in 43 use IV drugs 1 in 7 has heart disease 1 in 22 attempt suicide	<b>With 6+ ACEs</b> 1 in 6 smokes 1 in 6 experience alcoholism 1 in 30 use IV drugs 1 in 6 has heart disease 1 in 5 attempt suicide	<p><b>Learners will be able to:</b> Understand the data about the health risks of ACEs</p>	<p>Review the data on this slide. Highlight just a few of the health conditions impacted by trauma. For example, you could highlight:</p> <ul style="list-style-type: none"> <li>• Huge differences in risk for substance use—alcohol and drugs. 1 in 480 IV drug use (0 ACEs) versus 1 in 30 IV drug use (+6 ACEs)</li> <li>• Huge difference in suicide attempts. 1 in 96 suicide attempts (0 ACEs) versus 1 in 5 suicide attempts (6+ ACEs)</li> </ul> <p>Smoking and behavioral health contribute to many of the health issues that are impacted by trauma.</p>	<p><b>Remind learners:</b> Not everyone who experiences trauma, stress, or adversity will have poor health outcomes! <b>Trauma simply increases the risk that a person faces.</b></p>
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<p>On average, people with 6 or more ACEs are at risk of dying 20 years earlier than their peers who have not experienced these adversities.</p>		<p>This is a sobering statistic. This brings home just how deeply our experiences get under our skin. All of the health issues we have reviewed contribute to early death for people who have experienced 6+ ACEs.</p>	<p><b>Remind learners:</b> Not everyone with 6 or more ACEs will die 20 years earlier, but there is an increased risk of low life expectancy. <b>AND...</b>there are many things that help to buffer stress and adversity that can protect and heal!</p>						

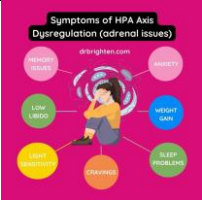
<p>Trauma has a significant impact in many parts of our lives.</p> 	<p>This is a transition slide to talk about all the parts of us that trauma impacts</p>	<p>Trauma impacts us at many levels—body, mind, spirit, relationships, family, community.</p>	<p>Remind people that even though we are talking about the impact of trauma, <b>love and care also impact</b> the mind, body, spirit, and relationships.</p> <p>It's important to hold these 2 things together—experiences of trauma <b>AND</b> experiences of love both affect our bodies and behaviors</p>
<p>How does it work?</p> <p>Brain</p>  <p>Hormones</p> <p>Genes</p>	<p><b>Learners will be able to:</b> Understand the 3 systems that trauma (and love) can impact. Neurobiology Hormones Genes</p>	<p>Trauma (and love) affect at least 3 systems in our bodies: Brains (Neurobiology) Hormones Genes</p>	
<p>Neurobiology—How Our Brains are Set Up</p>  <p>• <b>Trauma (and Love) Affects Brain Functions</b></p> <ul style="list-style-type: none"> <li>• Sensory awareness</li> <li>• Attention</li> <li>• Memory</li> <li>• Executive Functioning</li> </ul>	<p><b>Learners will be able to:</b> Understand the 3 parts of our brain and how they work together to regulate our perceptions and emotions</p>	<p>3 parts to our brain that regulate our perceptions and emotions:</p> <ol style="list-style-type: none"> <li>1. <b>Brain Stem:</b> this is the Survival Brain (sometimes called the “Reptilian Brain”) <ul style="list-style-type: none"> <li>Key Question this part of our brain asks: Am I safe?</li> </ul> </li> <li>2. <b>Limbic System:</b> This is the Emotional Brain. This is where our emotions and behaviors are processed <ul style="list-style-type: none"> <li>Key Question this part of the brain asks: Am I loved?</li> </ul> </li> <li>3. <b>Neocortex:</b> This is the Thinking Brain (sometimes called the Executive Brain.) This is where decision-making, problem-solving, conscious thought, inhibition control.</li> </ol> <p>These three parts of the brain work together to regulate our behavior, especially in stressful times.</p>	<p><b>Do not feel like you have to become an expert on the brain.</b> The main points are:</p> <ul style="list-style-type: none"> <li>• 3 parts of the brain</li> <li>• The functions they have</li> <li>• They work together to regulate our feelings and behaviors.</li> </ul>


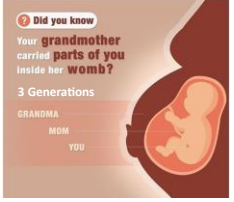
		<p>When we are in a peaceful, integrated state of being, our thinking brain is in charge and assesses and manages stress and the feelings that arise in response.</p>	
<p><b>The Hand Model of the Brain</b></p> <p>Don Siegel</p>	<p><b>Learners will be able to:</b> Understand how to use the hand model of the brain to demonstrate how the brain</p>	<p>Display the slide, but use your own hand and your own words to talk through the Hand Model of the Brain.</p> <p>Hold your hand out, palm forward. Point to the base of your thumb and palm. This is the Brain Stem/ Survival Brain.</p> <p>Fold your thumb over your palm. This is your Limbic System/ your Emotional Brain</p> <p>Fold your fingers over your thumb. This is your Neocortex or Thinking Brain.</p> <p>When all 3 are connected, the Thinking Brain is in charge of assessing whether the “bear” is a real threat, whether you should be afraid, and what you should do about it.</p> <p>The thinking brain and the emotional brain are connected and can talk to each other to handle the stressful situation.</p> <p>NEXT SLIDE</p>	
	<p><b>Learners will be able to:</b> Understand how trauma can disrupt communication between the thinking brain and the emotional brain.</p>	<p>When someone has experienced trauma in their history, it is very easy for their thinking brain and emotional brains to get disconnected. The emotional brain can't hear what the thinking brain is telling it about the threat that the Survival Brain is perceiving.</p>	

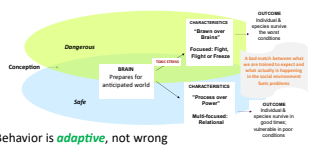
		<p>Have participants use their own hands to demonstrate:  Fingers over the thumb=Thinking Brain is connected.  Fingers up and thumb exposed = Thinking Brain is disconnected.  When the Survival Brain perceives a threat, it tells the Emotional Brain to run, fight, or freeze.  If the emotional brain is disconnected from the thinking brain, it can't check with the rational, problem-solving part of the brain to work out a solution.  So then Emotional Brain is in charge and either comes blasting out, or shrinks up and tries to hide, or tries to run away.  When the Thinking Brain and the Emotional Brain aren't talking to each other, it's called <b>Flipping Your Lid</b>.</p> <p><b>NEXT SLIDE</b></p>	
		<p>Flipping Your Lid is like when you go from feeling happy and confident or peaceful...</p> <p>NEXT SLIDE</p>	
		<p>...to this! It only takes a second for someone to flip their lid.</p> <p>Has anyone ever felt that way?</p> <p>Point out the character by the window.</p> <p>NEXT SLIDE</p>	<p>Do not linger on this slide. The explosion of anger by the cartoon character may be overwhelming for some.</p> <p>Move to the next slide as you discuss how flipping the lid can also make someone withdraw or shut down.</p>


		<p>He is having a reaction, as well. What do you think is going on with him?</p> <p>Flipping our lid doesn't always look like anger. Sometimes, when we flip our lid, we withdraw or shut down emotionally.</p>	
<p><b>Pair and Share</b></p> <ol style="list-style-type: none"> <li>1. Think about what makes you flip your lid.</li> <li>2. Share a couple of examples of things that make you flip your lid.</li> <li>3. Can you tell when you are ready to flip your lid? What do you feel? How do you know?</li> </ol> 		<p><b>Pause for discussion:</b> <b>Pair and Share:</b> Ask participants to pair up with someone near them. <b>Tell them:</b></p> <ol style="list-style-type: none"> <li>1. Think about what makes you flip your lid.</li> <li>2. Share a couple of examples of things that make you flip your lid.</li> <li>3. Can you tell when you are ready to flip your lid? What do you feel? How do you know?</li> </ol> <p>Discuss in the larger group. Ask for a few examples. Ask: What did they learn about themselves through the discussion?</p>	
<p><b>The Impact of Stress on Our Hormones and Physiology</b></p>		<p>Transition Slide to discussion about the Hormonal System</p>	
<p>The "HPA" system regulates our hormones. It's how our bodies process our experiences.</p>  <p><small>Slide courtesy of Leah Porter, ACS instructor</small></p>	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand what the HPA System is and how it functions</li> <li>• Understand how to teach the hormonal impacts of trauma</li> </ul>	<p>Our brain also stimulates our hormonal system.</p> <p>There are 3 primary hormonal organs in our bodies:</p> <ul style="list-style-type: none"> <li>• Hypothalamus</li> </ul>	<p><b>Do not feel like you have to be an expert on the hormonal system and know every detail.</b> The main point to make is that our hormonal system pumps out stress hormones when we are facing adversity or trauma and that is why people who have</p>



		<ul style="list-style-type: none"> <li>• Pituitary</li> <li>• Adrenal</li> </ul> <p>The hypothalamic-pituitary-adrenal (HPA) axis is a communication system between these three organs. It's crucial for your body's stress management.</p> <p>These endocrine system organs create a feedback loop of hormones to enact and regulate your body's stress reaction.</p> <p>They release stress hormones (like cortisol) that rev up our engines to help us in stressful situations. Stress hormones help us when we see a bear...but keep our "engines revving" even when the bear is not there, or when the bear is constantly growling in the background.</p>	<p>experienced a lot of stress and trauma often experience health issues.</p>
		<p>So you can see why rates of diabetes, heart disease, hypertension and other chronic illnesses would be higher in people who carry a lot of toxic stress in their bodies.</p>	
<p><b>Intergenerational Impacts</b></p> <p>Experiences that we have can turn our genes on or off, affecting how our bodies function.</p> <p>We pass those modified genes on to our children.</p> <p>The study of this phenomena is called <i>Epigenetics</i>.</p>		<p>These effects can be passed down across generations, as well, through a process called epigenetics.</p>	<p>Epigenetics just means how our experiences affect how our genes function.</p>

	<p><b>Learners will be able to:</b> Understand the basics of epigenetics—how experiences affect the way our genes function.</p>	<p>We carry the experiences of our ancestors—both the struggle and the strength and resilience—in our bodies.</p>	<p>Remind participants that the good experiences, the strengths, the resilience, the grit gets passed down in our genes, just like trauma does.</p>
		<p>Here’s another way to think about how your body might have been affected by what your grandmother and mother experienced.</p> <p>When she was a baby in her grandmother’s womb, your mother already had all the eggs inside of her that she would ever have. So the egg that became you was also inside your grandmother’s body.</p> <p>When she was pregnant with your mother, your grandmother held 3 generations in her body.</p> <p>Earlier we talked about the range of experiences that can be traumatic—  <b>Interpersonal</b> (like ACEs);  <b>Community</b> (like what Dr. Roy Wade found in his study in Philadelphia);  <b>Historical/Collective</b>—experiences that affect whole populations—slavery, genocide, war, famine, etc.  <b>Intergenerational</b>—experiences that are passed down through families.</p> <p>Ask:  What do you think this means for the health and well-being of our</p>	

		families, organizations, and communities?	
<p>Our Experiences Impact Our Behaviors</p>  <p>Behavior is <i>adaptive</i>, not wrong</p> <p><small>Slide by Laura Pappas, PhD, MEd, Director, National Center for the Assessment of Student Learning, UNC, NC</small></p>		<p>One important idea to keep in mind is that our behaviors often reflect the environment that we've gotten used to.</p> <p>Behaviors that seem problematic to us may be a way that people have learned to get by in stressful environments.</p> <p>This diagram shows us how we adapt to the environment in which we are raised.</p> <p>If we are raised in a difficult environment that feels dangerous with lots of toxic stress, we may be easily activated into the fight, flight, or freeze modes. This works well when conditions in life are tough.</p> <p>If we are raised in a safe, peaceful and nurturing environment, we may be more focused on cooperation and keeping relationships peaceful. This works well when conditions in life are fairly stable.</p> <p>The problem comes when the world we are expecting doesn't match the world that we are actually in.</p>	

 <p data-bbox="338 152 449 204"><b>Good News!</b> Trauma never has the last word!</p>		<p data-bbox="905 102 1297 232">Trauma is not the only reality. All of our systems—brain, hormones, genes--also respond to love, care, respect, and joy.</p>	
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