

Course Session Attendance Sheet

Course Name: Counselor Academy 2013-2014

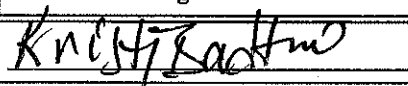
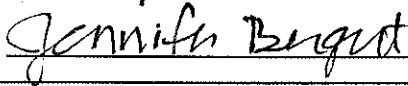
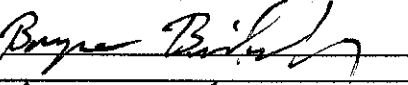
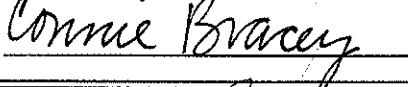
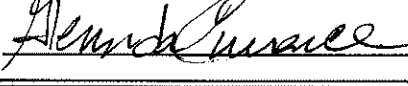
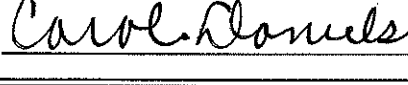
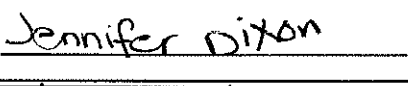
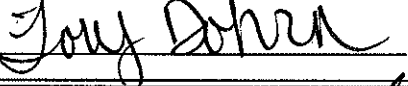


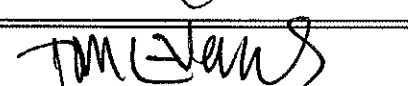
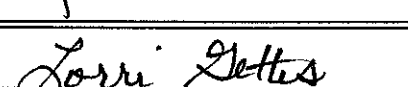
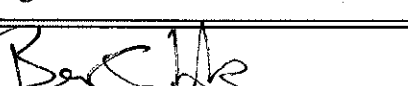

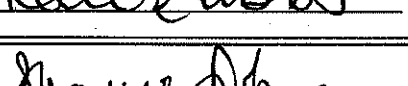
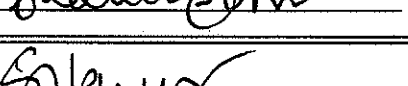
Instructor: Barb Brunkan

Session Number: 6009

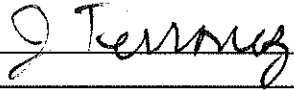

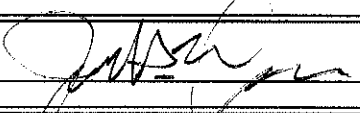
Start Date: 12/3/2013

Schedule Date/s: 12/3/2013, 3/5/2014, 4/22/2014

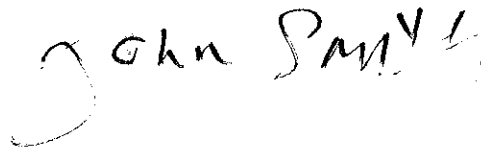
Scheduled Time: 8:30AM-3:30PM

Name	Signature	Credit Type	District/Building
<u>Badtram, Kristy</u>		0 Audit (no renewal credit) 15 hours	Durant/Durant High
<u>Bergert, Jennifer</u>		1 Relicensure Credit 15 hours \$100.00	Non-Public/St. Paul the Apostle School
<u>Bielenberg, Bryce</u>		0 Audit (no renewal credit) 15 hours	Northeast/Northeast Elementary
<u>Bracey, Connie</u>		1 Drake Credit 15 hours \$170.00	Davenport/Blue Grass Elementary
<u>Currence, Glenda</u>		1 Relicensure Credit 15 hours \$100.00	Davenport/Wilson Elementary
<u>Daniels, Carol</u>		1 Relicensure Credit 15 hours \$100.00	Davenport/Williams Intermediate
<u>Dixon, Jennifer</u>		1 Drake Credit 15 hours \$170.00	Davenport/Buchanan Elementary
<u>Dohrn, Tory</u>		0 Audit (no renewal credit) 15 hours	Davenport/Fillmore Elementary
<u>Easterly, Charlie</u>		0 Audit (no renewal credit) 15 hours	Non-Public/Sacred Heart School - Maquoketa
<u>Ehrecke, Cassandra</u>		0 Audit (no renewal credit) 15 hours	Davenport/McKinley Elementary
<u>Evans, Tom</u>			Delwood/Delwood Elementary
<u>Gettes, Lorri</u>		0 Audit (no renewal credit) 15 hours	North Scott/Edward White Elementary
<u>Gibbs, Ben</u>		1 Drake Credit 15 hours \$170.00 0 Late Fee 0 hours \$25.00	Davenport/Monroe Elementary
<u>Gibbs, Kari</u>		1 Relicensure Credit 15 hours \$100.00	Camanche/Camanche Elementary
<u>Graham, Shannon</u>		0 Audit (no renewal credit) 15 hours	Bettendorf/Grant Wood Elementary
<u>Harvey, Stephanie</u>		1 Drake Credit 15 hours \$170.00	Camanche/Camanche


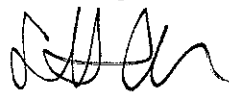
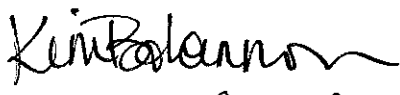

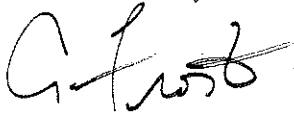
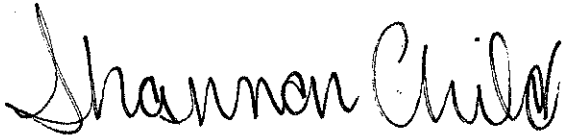
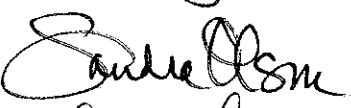


			Middle
<u>Helton, Tracy</u>	<i>Tracy Helton</i>	0 Audit (no renewal credit) 15 hours	North Scott/John Glenn Elementary
<u>Johnson, Jeanne</u>		0 CEU (not for relicensure credit) 15 hours \$10.00	Muscatine/Franklin Elementary
<u>Johnson, Leigh</u>	<i>Leigh J</i>	1 Relicensure Credit 15 hours \$100.00	Non-Public/Lourdes Catholic School
<u>Kelley, Kelly</u>	<i>Kelly Kelley</i>	1 Relicensure Credit 15 hours \$100.00	North Scott/Alan Shepard Elementary
<u>Mathurin, Diane</u>	<i>Diane Mathurin</i>	0 CEU (not for relicensure credit) 15 hours \$10.00	Davenport/Frank L. Smart Intermediate
<u>McNamara, Ann</u>	<i>Ann Macara</i>	0 Audit (no renewal credit) 15 hours	Davenport/Wood Intermediate
<u>Mortiboy, Darcia</u>	<i>Darcia Mortiboy</i>	1 Drake Credit 15 hours \$170.00	North Scott/Neil Armstrong Elementary
<u>Newman, Julie</u>	<i>Julie Neuman</i>	1 Relicensure Credit 15 hours \$100.00	Davenport/Williams Intermediate
<u>Nikolopoulos, Anastasia</u>	<i>A. Nik</i>	0 Audit (no renewal credit) 15 hours	North Scott/North Scott High
<u>Orendorff, Jaynie</u>	<i>Jaynie Orendorff</i>	0 Audit (no renewal credit) 15 hours	Maquoketa/Cardinal Elementary
<u>Paper, Charlene</u>	<i>Charlene Paper</i>	0 Audit (no renewal credit) 15 hours	Wilton/Wilton Jr./Sr. High
<u>Reed, Candice</u>	<i>Candice Reed</i>	0 Audit (no renewal credit) 15 hours	Davenport/Garfield Elementary
<u>Reeser, Patty</u>	<i>Patty Reeser</i>	0 Audit (no renewal credit) 15 hours	Davenport/Adams Elementary
<u>Riley, Sarah</u>	<i>Sarah Riley</i>	0 Audit (no renewal credit) 15 hours	North Scott/North Scott Jr. High
<u>Rusch, Tracy</u>		0 Audit (no renewal credit) 15 hours	Wilton/Wilton Jr./Sr. High
<u>Rushford, Dona</u>	<i>Dona Rushford</i>	1 Relicensure Credit 15 hours \$100.00	Davenport/Eisenhower Elementary
<u>Sampson, Danielle</u>	<i>Danielle Sampson</i>	0 Audit (no renewal credit) 15 hours	Camanche/Camanche High
<u>Schmidt, Michael</u>	<i>Michael Schmidt</i>	0 Audit (no renewal credit) 15 hours	Maquoketa/Maquoketa High
<u>Schott, Anna</u>	<i>Anna Schott</i>	0 Audit (no renewal credit) 15 hours	Non-Public/J.F. Kennedy Catholic School
<u>Stenson-DeBourcy, Shane</u>	<i>Shane Stenson</i>	0 Audit (no renewal credit) 15 hours	North Scott/Virgil Grissom Elementary

<u>Terronez, Jenny</u>		1 Relicensure Credit 15 hours \$100.00 0 CEU (not for relicensure credit) 15 hours \$10.00	Davenport/Wood Intermediate
<u>Tyler, Kelly</u>		0 Audit (no renewal credit) 15 hours	Columbus/Roundy Elementary
<u>Wagner, Kim</u>		0 Audit (no renewal credit) 15 hours	Andrew/Andrew Elementary
<u>Wulf, Chris</u>		0 Audit (no renewal credit) 15 hours	Columbus/Columbus High
<u>Wynsma, Joseph</u>		0 CEU (not for relicensure credit) 15 hours \$10.00	Davenport/Madison Elementary

- 1 - Payment Still Due
- 2 - Registrant signed up for class after it was full.
- 3 - Registrant Cancelled.



Date _____ Authorized Signature _____

Name	Signature	District/Building
Mary Thomas		Davenport, Sudlow Intermediate
Scott Schalk		Davenport, Sudlow
Kim Bohannon		Smart, Davenport
Holly Leinhauser		NSSTH
Ann Frost		Davenport - Harrison
Shannan Child		DCSD Washington
Sandra Olsen		DCSD - Truman/Buffalo
Lisa Lampe		DCSD - Hayes
Meecheeca McNeal		All Saints Catholic School

Everything is Connected

Teaching struggling kids and systems from
multiple disciplines



Foundation

- "I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

Copyright 1996-2009 R.D. Macy: All Rights Reserved

You!

- Interactive psychobiological regulator
- Mirroring neurons
- Heart rate
- Proximity

Theoretical frameworks

- Stanford Prison study
- Milgrams Authority studies
- Sapolsky's Africa studies
- Porges poly vagal theory
- Hakomi therapy
- The ARC model
- The body keeps the score

Mar. 20, 2012 ATTORNEY GENERAL'S NATIONAL TASK FORCE ON CHILDREN 4

Perry on Trauma

- "The real crisis is coming. It is more relentless and more powerful than the floodwaters. More destructive than the 150 mile an hour winds. It will destroy a part of our country that is much more valuable than all of the buildings, pipelines, casinos, bridges and roads. Over our lifetime, this crisis will cost our society billions upon billions of dollars. We understand broken buildings, we don't understand broken children. (Perry, 2005)

TIC IS NOT THE "FLAVOR OF THE MONTH"

- **Trauma informed care is the compilation of the collective science in response to observed consequences of trauma exposure over the last 100 years**

Trauma-informed care:

- This is a new form of evidence-based interventions and service delivery, implemented by multiple service providers, that identifies, assesses, and heals people injured by, or exposed to, violence and other traumatic events

Trauma-specific treatment

- : Medical, physiological, psychological, and psychosocial therapies that are (a) free from the use of coercion, restraints, seclusion, and isolation, (b) provided by a trained professional to an individual, a family, or a group adversely affected by violence exposure and trauma, and (c) designed specifically to promote recovery from the adverse impacts of violence exposure and trauma on physical, psychological, and psychosocial development, health, and well-being.

Trauma-focused services

- : Services are considered trauma-focused when caregivers (such as biological, foster, or adoptive parents, mentors, spiritual advisors, coaches, or line staff in child-serving programs) or professionals providing services (a) realize (understand) the impact that exposure to violence and trauma have on victims' physical, psychological, and psychosocial development and well-being, (b) recognize when a specific person who has been exposed to violence and trauma is in need of help to recover from trauma's adverse impacts, and (c) respond by helping in ways that reflect awareness of trauma's adverse impacts and consistently support the person's recovery from them (adapted from the 2012 SAMHSA [Substance Abuse and Mental Health Services Administration] "Working Definition of Trauma and Guidance for a Trauma-Informed Approach").

02

Considerations

- According to the mentalist model, Americans assume that outcomes and social problems are individual concerns that reflect a lack of motivation and personal discipline. As such, the use of mentalist models by the public on issues related to early childhood development has a narrowing effect — it boils complex interactions between individuals, contextual determinants, systems and physiologies down to either the presence or absence of individual motivation and internal fortitude.
- (Frameworks Institute)

Genetics

- “Genes load the gun, environment pulls the trigger”
- “Genes are merely chemicals. Without experience-with no context, no micro-environmental signals to guide their activation or deactivation, they create nothing” (Bruce Perry)

Simply

- Epigenetics is the newly emerging branch of biology that deals with the effects of external influences on gene expression.
- The DNA is not altered, but the accompanying proteins and chemical processes allow the gene to be expressed in a different way based on location of gene and amount of repair needed.
- The ODD/CD boy.

SELF WITH OTHER

**Non - judgmental
Compassionate/curious
observer of self -
And then other.**

ICDR All Rights Reserved Copyright
1995-2012

13

IDENTITY AND ROLE

- How do you view the role/identity of your students?
- How do you think your clients view YOU?
- How do you understand the student's perception of their self?

ICDR All Rights Reserved Copyright
1995-2012

14

Behavior and consequences

- How were you sanctioned/punished as a child?
- Does it inform or have an impact on how you consequence or punish now?

What is Psychological Trauma?

How is it different than adversity?

ICDR All Rights Reserved Copyright 1995-2012

16

THE HUMAN STRESS RESPONSE CONTINUUM

Psychological Trauma:

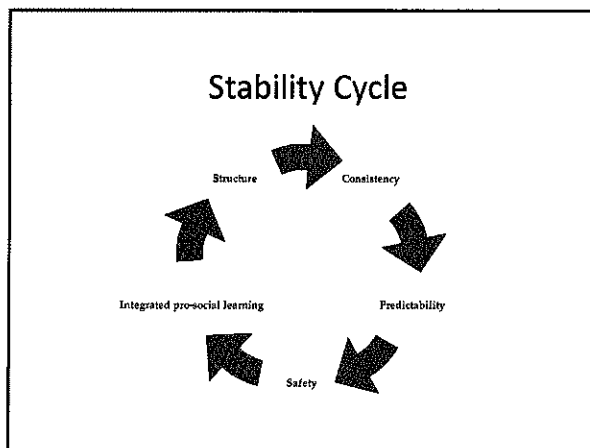
- **Overwhelming Demands Placed upon the Physiological System that result in a *profound felt sense of Loss of Control, Vulnerability, Immobilization, AND BETRAYAL***

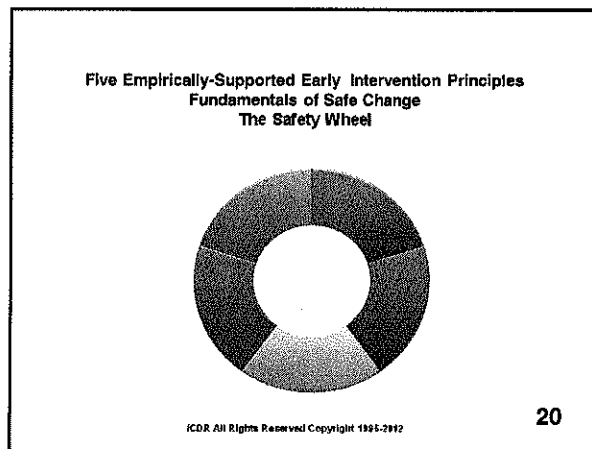
ICDR All Rights Reserved Copyright 1995-2012

17

Implementation

- **“There is a difference between knowing the path and walking the path” (Morpheus)**
- The brain 5% carries out its function through the body 95%. knowing without doing is meaningless.





Non verbal

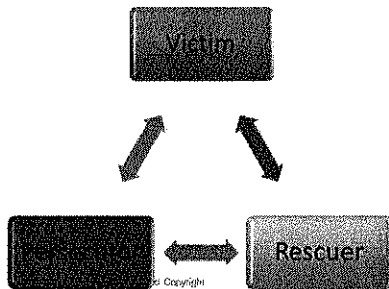
- The brains primary function is ensuring survival
- The child from a chronically stressed environment is making the majority of their decisions and reactions to non-verbal cues.
- A significant part of our central nervous system is tied into our facial muscles.
- The child from a neglectful environment is unable to accurately interpret non verbal social cues (posture, vocal tone, facial expression)
- The brain in survival mode misinterprets facial expression and intention of others.
- All kids consciously or unconsciously register the differences between what you do and what you say, with kids from chronically stressed environments it is linked to perceived survival.

Considerations

- We are physically masterful when we have tempo, rhythm
- When we are young we learn about our environment through physical interaction
- We learn the rules of society through play when we are young
- These rules are the community oriented basis for our social regulation
- Physical mastery is an important part of our esteem.

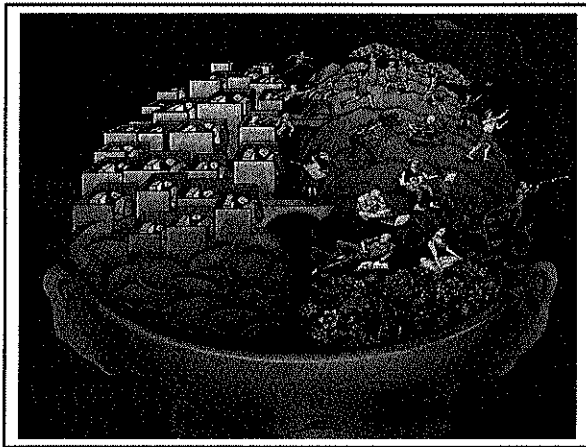
Team Juggle!!

Reenactment: *Never Having To Say Good-byE*



Stress

- We are interacting with stressors all the time
- The impact of a stressor is dependent on several factors
- Sudden stressors activate us in a way that can injure us in several ways
- Negotiating stressors
- Stress can be good as well as bad
- Stress can facilitate resilience



Our role in reenactments

We have our own histories, our "stuff" can sometimes reenact with their stuff

By being in their reenactment we experience it ourselves

© 1996-2012

27

So What Do We Do????

We teach them about this reenactment psycho-
something it takes to trust
We do it in a different experiment

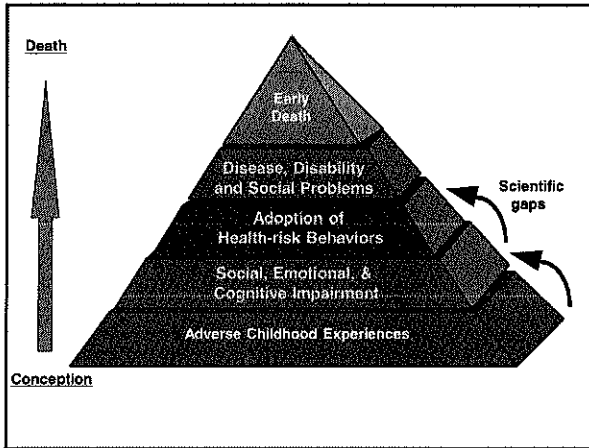
- Re-scripting reenactment
- How we talk about them
- Who we see when we talk to them -- "What's happened to you" instead of "What's wrong with you?"
- How we talk with each other

1998/2012

Verbal skills and narrative

- Understanding the depth of development
- Reframing the meaning of words (Dr. Bruce Perry)
- Building vocabulary
- Creating a safe environment that allows the narrative

**The
Great
Communicator**



The Adverse Child Experience (ACE) study

- Direct graded correlations between early childhood stressors and later physical and mental health outcomes.
- Started as a weight loss program for Kaiser Permanente in San Diego.
- 18,000+ enrollees
- The majority of participants were 50 or older (62%), were white (77%) and had attended college (72%).
- Unexplained significant dropout population (doing well, had not yet achieved goals, left the program)
- Survey of dropouts revealed high level of sexual abuse a children

Trauma Theory

Sickness/Badness vs. Injury

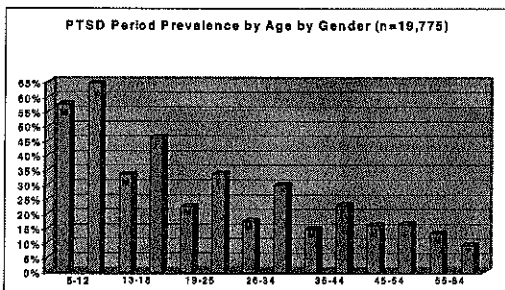
Changing the fundamental question from:

"What's wrong with you?"

to

"What's happened to you?"

MA MEDICAID ENROLLEES (MACY, 2002)



IGDF All Rights Reserved Copyright 1995-2012

34

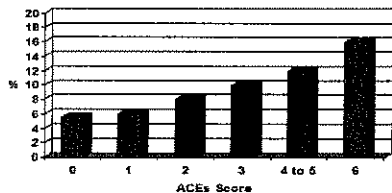
ACEs Study

Strong, graded relation to adverse experiences in childhood:

- smoking
- COPD
- hepatitis
- heart disease
- fractures
- diabetes
- obesity
- alcoholism
- other substance abuse
- Depression and attempted suicide
- teen pregnancy - including paternity
- sexually transmitted diseases
- occupational health
- job performance

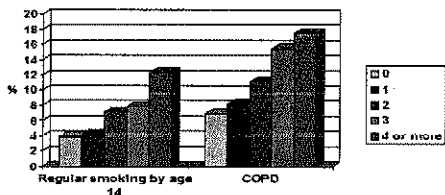
ACEs and Current Smoking

ACEs and Current Smoking



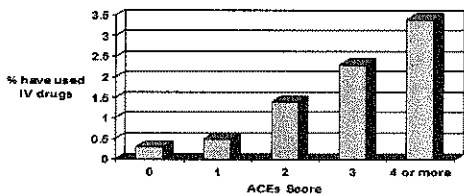
ACEs, Smoking and COPD

ACEs, Smoking and COPD



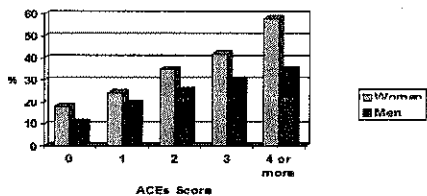
ACEs and IV Drugs

ACEs and IV Drugs



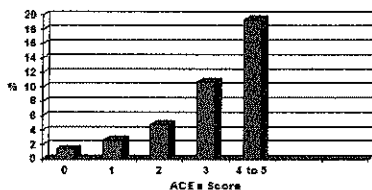
ACEs and Chronic Depression

ACEs and Chronic Depression



ACEs and Attempted Suicide

ACEs and Attempted Suicide



Trauma Informed Response

- Personal self care
- Mindfulness
- De-escalation training
- Setting up the environment/milieu
- Understanding the necessity of a safe container.
- Creating safety
- Access to the #1 HumanResource:
ATTACHMENT

RESILIENCE FACTORS IN A SURVIVOR'S 'NETWORK'

- At least one significant other person during childhood-Organized Attachment
- Feeling of group identity, belongingness (Culture)
- Common shared values between Survivor & Immediate Social Group
- Socio-cultural structures that support the Survivor's coping strategies

ICDRI All Rights Reserved Copyright 1993-2012

42

ATTACHMENT TRAJECTORIES-(RESOURCES)

- Attachment to:
 - Primary Care Giver(s)
 - Significant Other
- Self (Image, Rhythm, Integration)
 - Our Story (Narrative)
 - Peer Group
 - Your World View
 - Landscape
- Daily Ritual(s) & Creativity
 - Anniversary Rituals
 - Entrainment Domains

ICJR All Rights Reserved Copyright
1995-2012

43
