

### Territorial Acknowledgement



Community Education Service acknowledges that the land on which we virtually gather today is the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region 3.

2021



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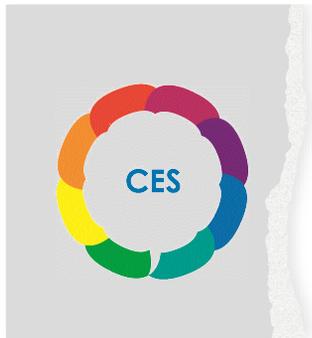
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### Adapting After Adversity

Eric Perrault

September 14, 2021  
Community Education Service

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CES presentations are meant to provide general information about child and youth health and wellness and are for educational purposes only. The information provided is not intended to be a substitute for seeking medical advice. Please contact your Family Physician and/or licensed healthcare professional/team for follow-up on appropriate diagnoses, and or treatment for the child/youth in your care.

**Here are some useful resources within Alberta:**

Emergency	911	Addiction Helpline	1-866-332-2322
Health Link	811	Kids Help Phone	1-800-668-6868
211 Alberta	211	Distress Centre	1-403-266-4357
Access Mental Health	1-844-943-1500	Suicide Line	1-888-787-2880
Mental Health Helpline	1-877-303-2642	Togetherall	<a href="https://loggetheroll.com/en-ca/">https://loggetheroll.com/en-ca/</a>

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My plan...

- Introduction
- A Neurosequential Model
- Building Resilience



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*None of us chose to be in this...*

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*None of us chose to be in this...*

*"I wish it need not have happened in my time," said Frodo.  
"So do I," said Gandalf, "and so do all who live to see such times.  
But that is not for them to decide. All we have to decide is what  
to do with the time that is given us."*

*J. R. R. Tolkien*

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*“We do not need to catch them up, we need to catch them all.”*

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*Essentially, all models are wrong, but some are useful.*

--- George E. P. Box, in Norman R. Draper (1987). Empirical Model-Building and Response Surfaces, p. 424, Wiley, ISBN 0471810339

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### A Neurosequential Model

*The brain mediates our thoughts, feelings, actions and connections to others and the world*

*Understanding core principles of neuroscience, including neuroplasticity and neurodevelopment, can help us better understand ourselves and others*

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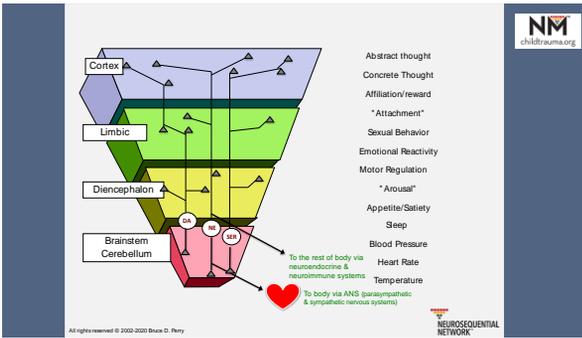
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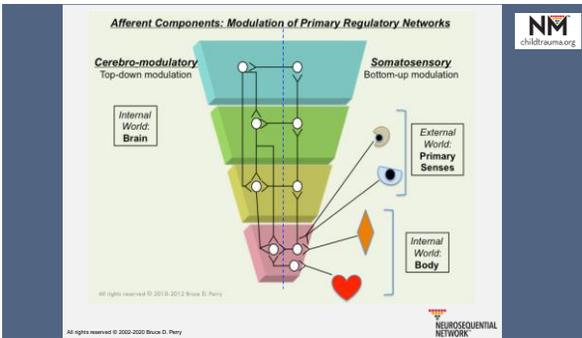
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**Flock, Freeze, Flight, Fight Continuum**

Traditional Fight/Flight	Reflect	Flock	Freeze	Flight	Fight
Primary secondary Brain Areas	NEOCORTEX Subcortex	SUBCORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

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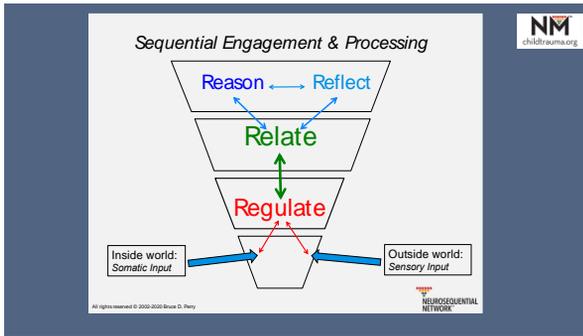
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Adaptive Response	REFLECT	FLOCK	FREEZE	FLIGHT	FIGHT
<b>De-escalating</b> Predictable Behavior Behaviors of the teacher when the child or classroom is in various states of arousal	<ul style="list-style-type: none"> <li>Calm sounds</li> <li>Personal space</li> <li>Predictable touch</li> <li>Predictable routine</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voices</li> <li>Eye contact</li> <li>Confidence</li> <li>Rhythmic movement</li> <li>Clear directions</li> <li>Somatosensory activities</li> </ul>	<ul style="list-style-type: none"> <li>Comforting and predictable voices</li> <li>Invited Energetic touch</li> <li>Singing, humming, music</li> <li>Reflective/Scouting</li> <li>Reassurance</li> </ul>	<ul style="list-style-type: none"> <li>Calm, quiet, presence</li> <li>Disengage</li> <li>Turn off lights, white noise</li> <li>Reduce sensory input</li> </ul>	<ul style="list-style-type: none"> <li>Calm effect</li> <li>Disengage but don't disengage</li> <li>Applaud support</li> <li>Individual attention</li> </ul>
<b>Escalating</b> Predictable Behavior Behaviors of the teacher when the child or classroom is in various states of arousal	<ul style="list-style-type: none"> <li>Loud noises</li> <li>Close uninvited proximity</li> <li>Unpredictable touch</li> <li>Changes in body routine or schedule</li> </ul>	<ul style="list-style-type: none"> <li>Frustration or anxiety</li> <li>Communication from a distance like yelling</li> <li>Complex directions</li> <li>Urgentness</li> </ul>	<ul style="list-style-type: none"> <li>Raised voices</li> <li>Raising hand/posture</li> <li>Single, sudden movement</li> <li>Humming tone</li> <li>Chaos in classroom</li> <li>Disorganization of material</li> </ul>	<ul style="list-style-type: none"> <li>Frustration of teacher</li> <li>Yelling, chaos</li> <li>Collective disorganization of peers</li> </ul>	<ul style="list-style-type: none"> <li>Physical reactions, grabbing, making noise</li> <li>Intimidating stance</li> </ul>
<b>"Mediating" Brain Region</b>	NEOCORTEX Cortex	CORTEX Limbic	LMIC Midbrain	MORRAN Brainstem	BRANDLER Autonomic
<b>Cognition</b>	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
<b>CLASSROOM "STATE"</b>	CALM	ALERT	ALARM	FEAR	TERROR

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**Don't be afraid of 'Stress'**  
*"I ain't afraid of no stress."*

Stress is a merely a demand on one or more of our body's many physiological systems; hunger, thirst, cold, working out, a big project at work – are all stressors. *Our body has a host of 'stress-response' capabilities that help us manage these challenges and keep us in 'equilibrium.'*

**Stress is essential to healthy development, and it is the essential element of building resilience.**

The key factor in determining whether stress is positive or destructive is the pattern of stress.

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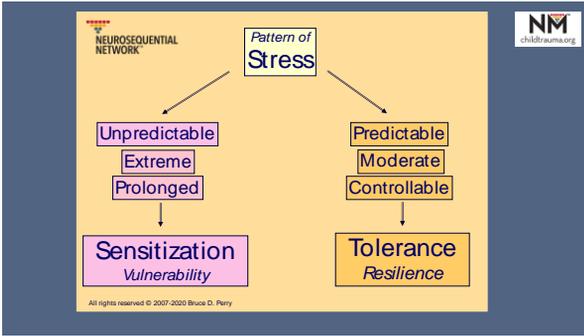
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**Responses to Stress, Distress, Trauma**

**Heterogeneity of response patterns**

- Adaptive changes in *cognition*
- Adaptive changes in *affects*
- Adaptive changes in *behavior*
- Adaptive changes in *neurophysiology*
- Adaptive changes in *physiology*

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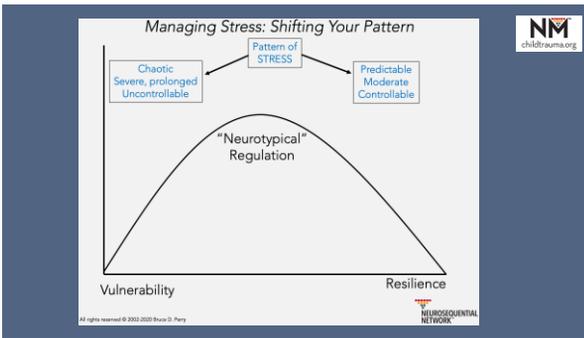
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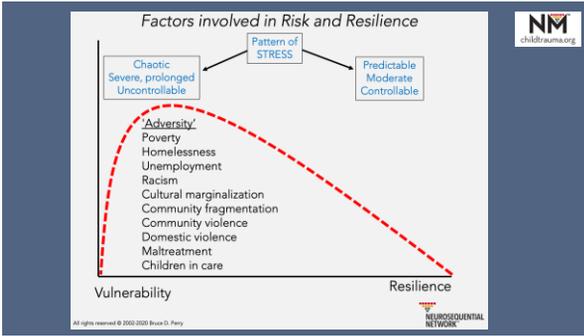
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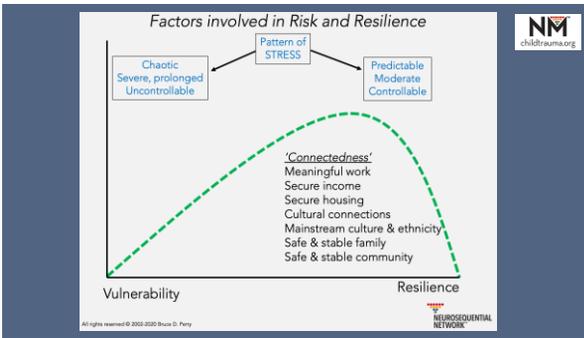
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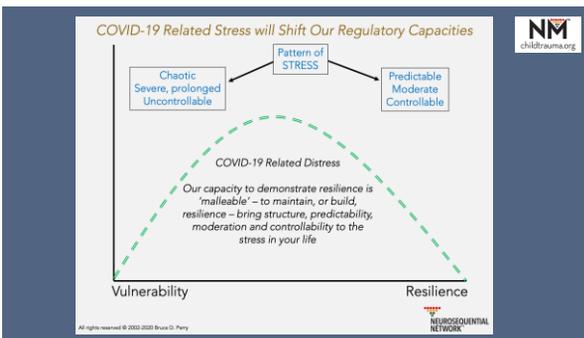
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## Resiliency ?

So...how do we build resiliency in our lives?

First lets look into the idea of Resiliency...



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## Where does the idea of Resiliency come from?

- There are many studies that describe resiliency.
- One of the most significant is called the Kauai Longitudinal Study, began in 1954 concluded 50 years latter.
- Focus was on children who were struggling with adversities: poverty, parental addictions, mental illness, health problems, and other significant issues.
- By age 30 almost 90% of these children were doing well in spite of the adversity

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## Resiliency Definitions?

- The ability of a substance or object to spring back into shape; elasticity. ( Oxford online dictionary)
- .... the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress...involves “bouncing back” ...can also involve profound personal growth. ( American Psychological Association)



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### Building Resiliency

**Figure 1**  
**The Resiliency Wheel**

Adapted from the book *Resiliency in Schools: Making it Happen for Students and Educators* by Ann Henderson and Mike Mitchell, published by Corwin Press, Thousand Oaks, CA (1998)

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### Adapting After Adversity

- Regulate, Relate, Reason.
- Pay attention to **State**. (Arousal Continuum)
- Communicating the Resiliency Attitude:  
 "What is right with you is more powerful than anything that is wrong with you."
- Have patience...successfully bouncing back from adversity takes time.

*"We do not need to catch them up, we need to catch them all."*

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### Thank you

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