



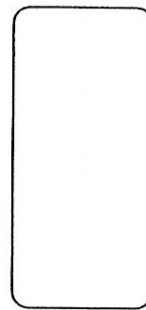
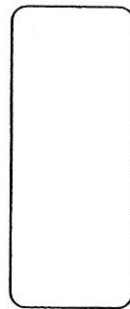
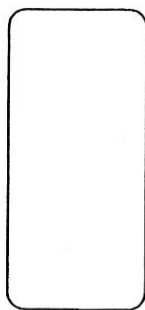
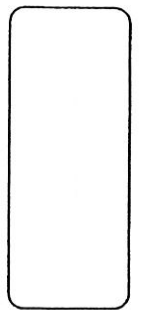
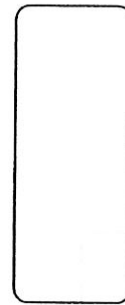
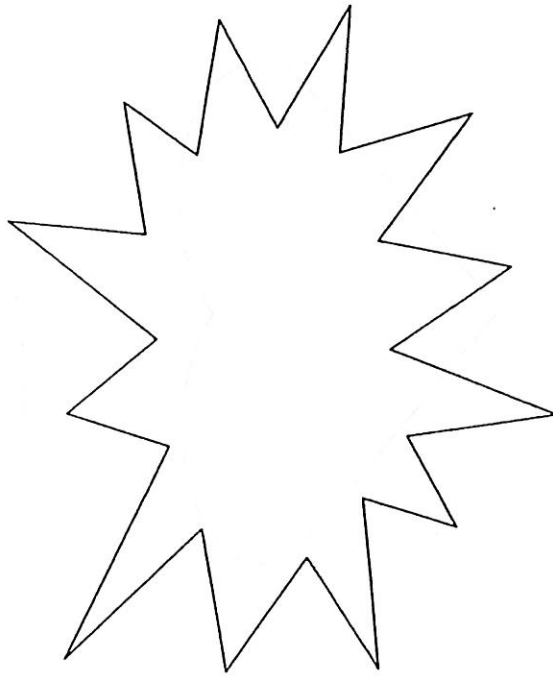
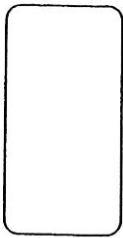
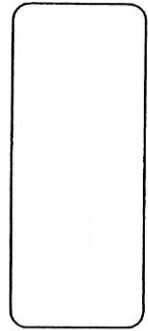
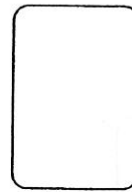
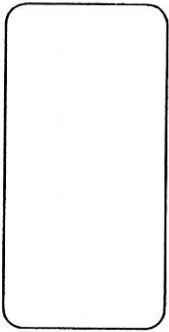
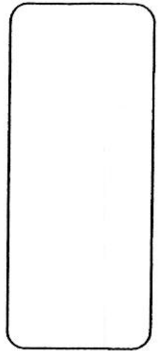
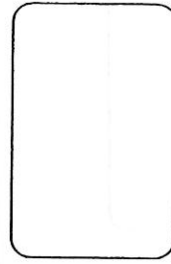
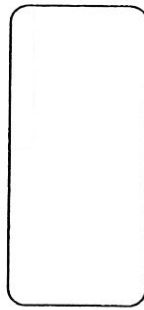
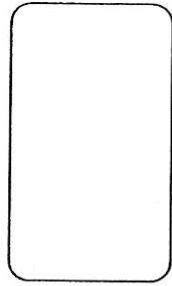
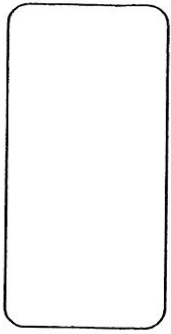
## EXERCISE 5.1 Rating How Much You Trust

Circle the number for how trustworthy you think yourself and others are in each of the following situations. When answering, think of recent situations from your day-to-day life. *Do not use a traumatic situation for this or any exercise.*

Circle

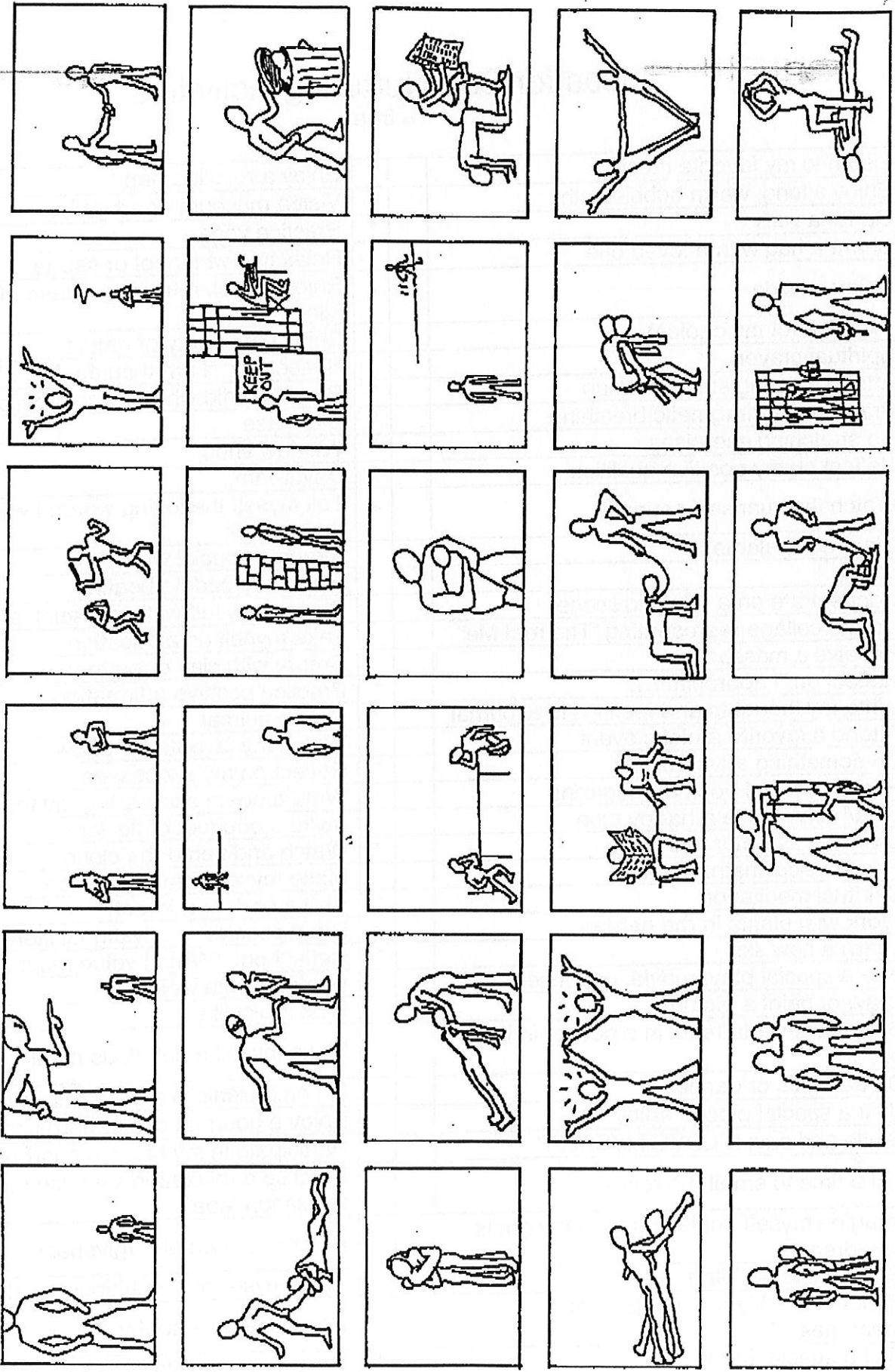
- |                           |                             |
|---------------------------|-----------------------------|
| 1. Extremely trustworthy  | 4. Slightly untrustworthy   |
| 2. Moderately trustworthy | 5. Moderately untrustworthy |
| 3. Slightly trustworthy   | 6. Extremely untrustworthy  |

How much do you trust yourself	Extremely trustworthy			Extremely untrustworthy		
to listen to your feelings	1	2	3	4	5	6
to know what you like	1	2	3	4	5	6
to know what you dislike	1	2	3	4	5	6
to follow your instincts	1	2	3	4	5	6
to make decisions	1	2	3	4	5	6
to solve your own problems	1	2	3	4	5	6
to know <i>when</i> to trust	1	2	3	4	5	6
to know <i>how much</i> to trust	1	2	3	4	5	6
to know whom to trust	1	2	3	4	5	6
<b>A family member</b>						
to provide practical help (e.g., help moving, babysitting)	1	2	3	4	5	6
to offer support when I have a personal problem	1	2	3	4	5	6
to provide emotional comfort	1	2	3	4	5	6

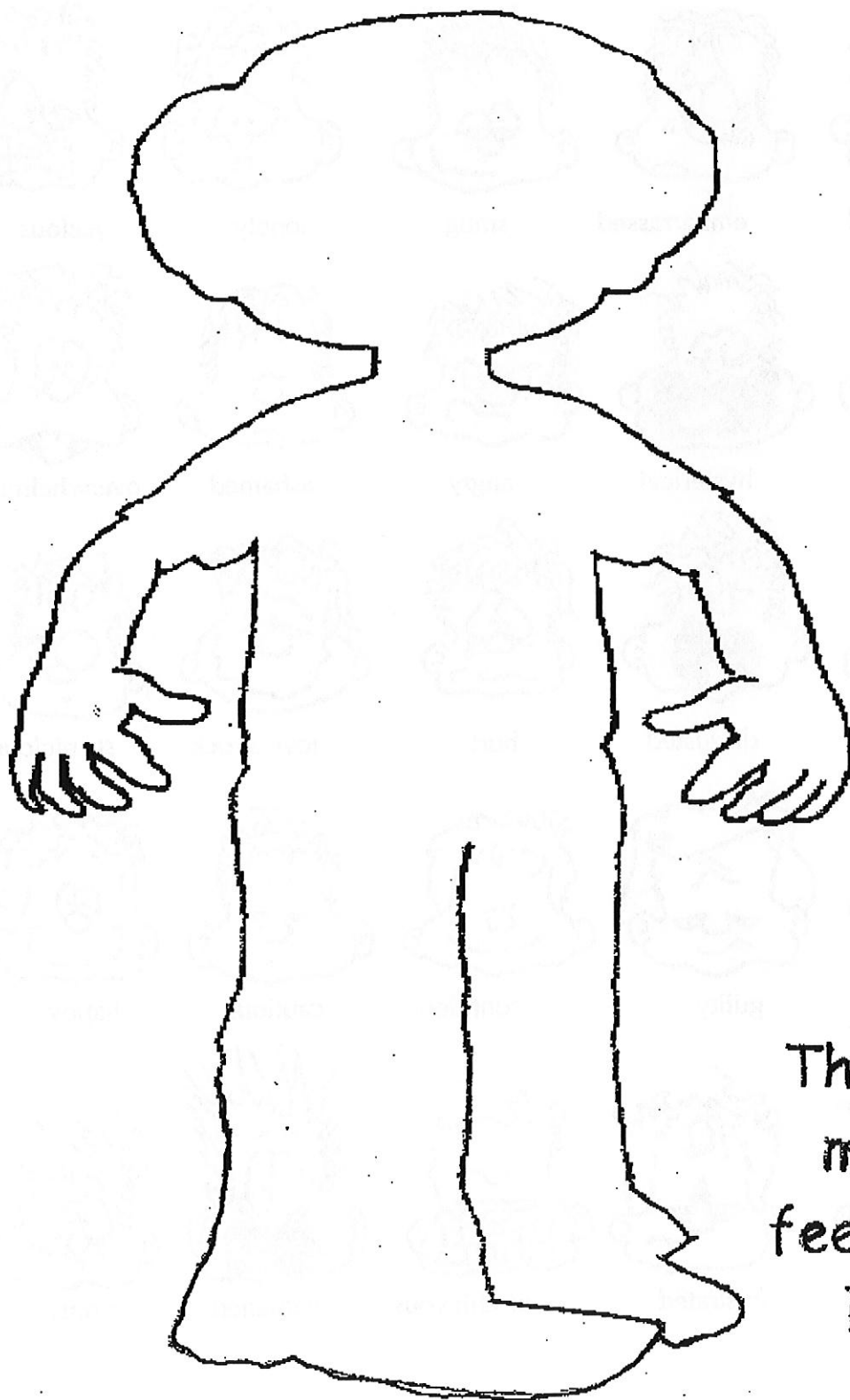


TIC TAC TOE + Emotion

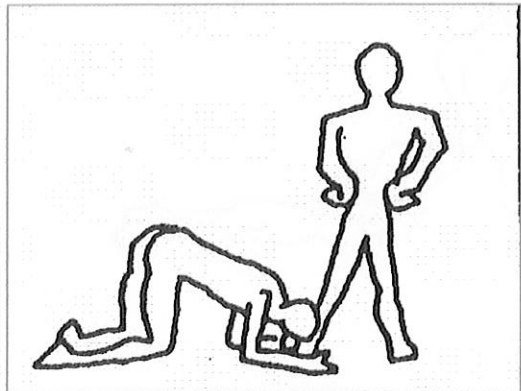
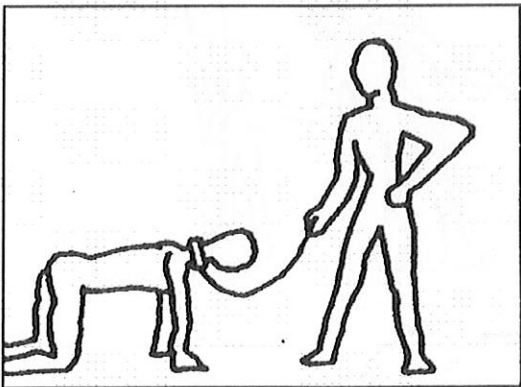
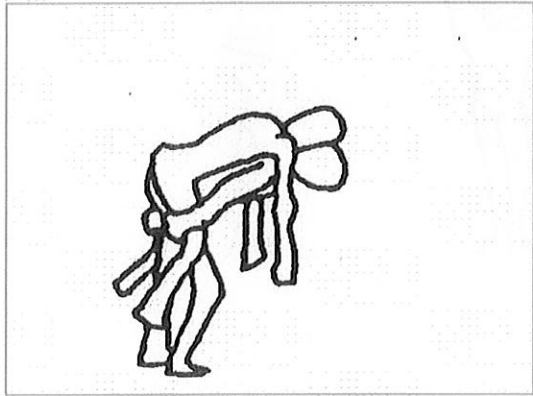
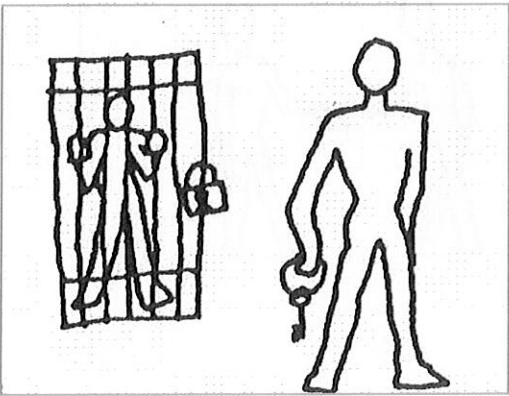
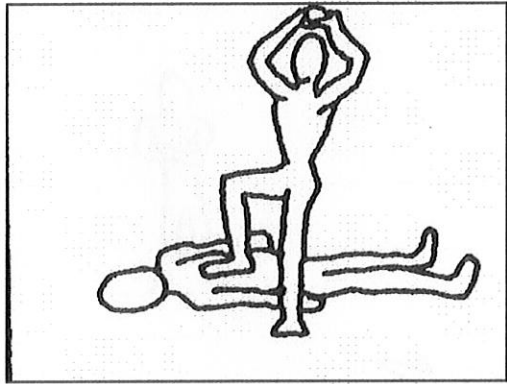
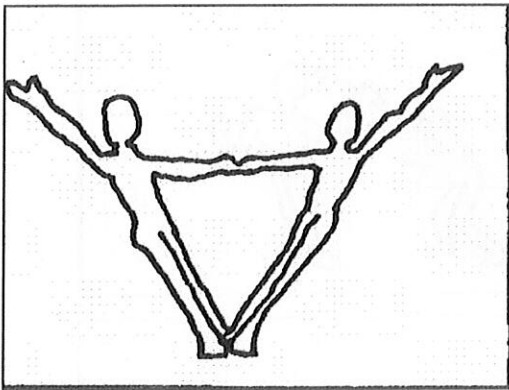
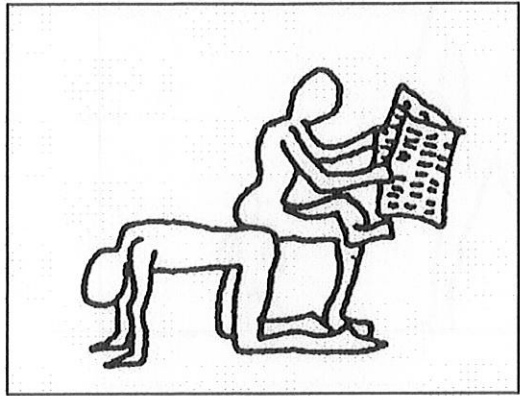
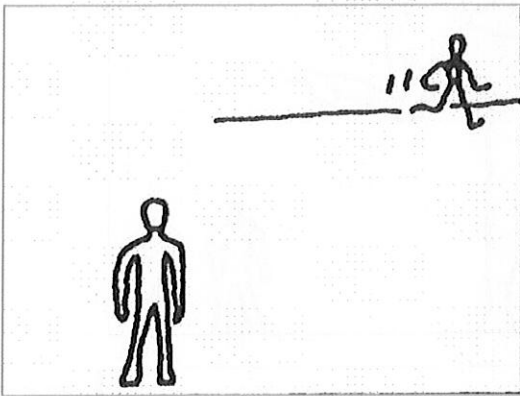
How  
they  
Experienced  
it.

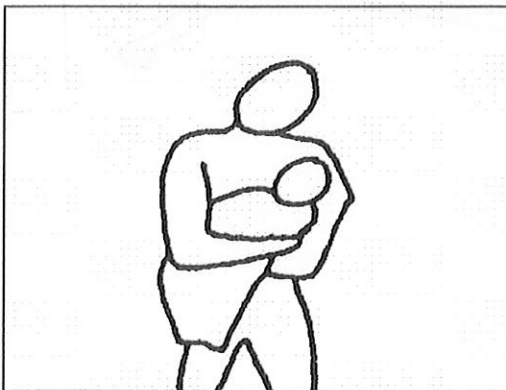
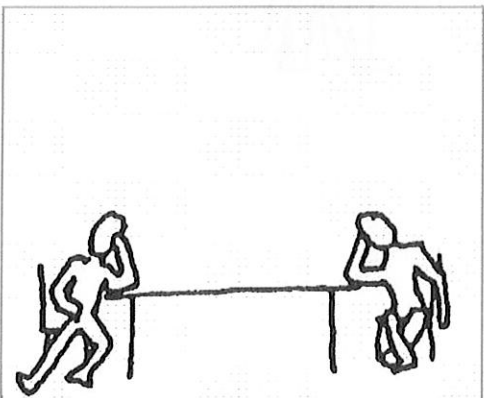
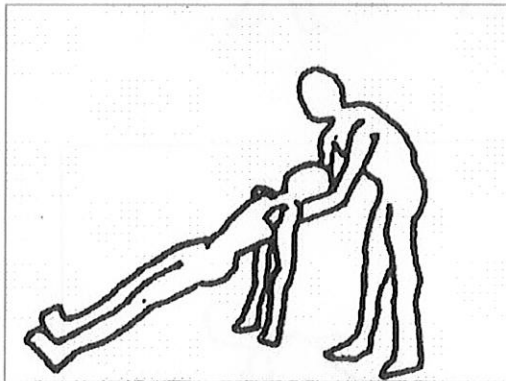
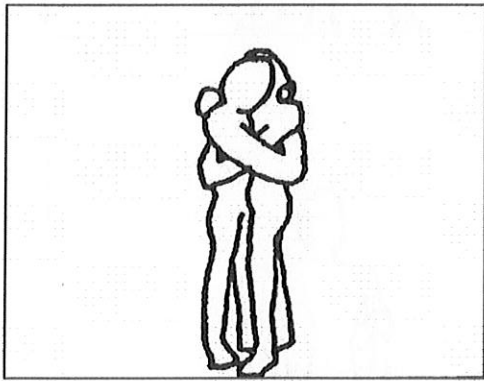
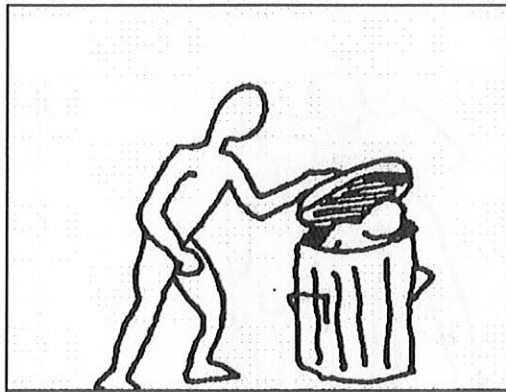
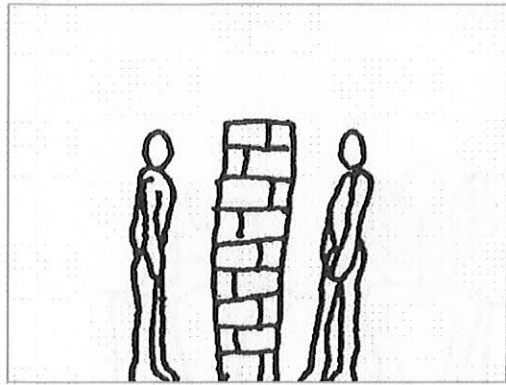
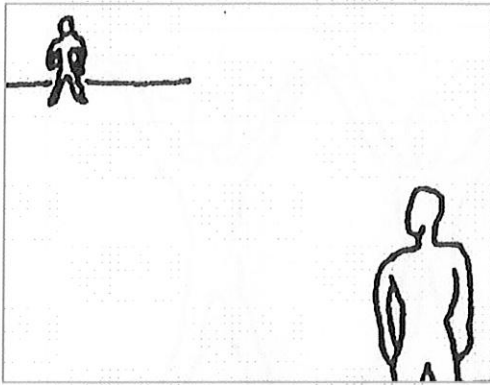


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This is how  
my body  
feels on the  
inside.





# MY STRESS THERMOMETER

## Stress Signals:

I feel like hurting myself



Running Away



Heart Thumps



Butterflies in my stomach



Hitting my head



Kicking telephone poles



Yelling

Taking off



Rubbing or pulling my hair

Stomping my feet



#\$%&\*\*\*!

Swearing

Raising my voice



Sighing

Feeling overwhelmed



## What Works:

Get help FAST! **S.O.S.**

Punch a Pillow



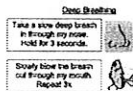
Call someone



Use my Crisis Plan



Use my Cue Cards



Talk to someone



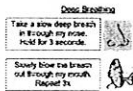
Call the Distress or Crisis Line



Read my Bible



Use my Cue Cards



Listen to Music



Talk to someone



Hang out with Billy



Talk to God



Knit



Take a Shower



Count to 10



Take Deep Breaths



Have a glass of water



3

2

1





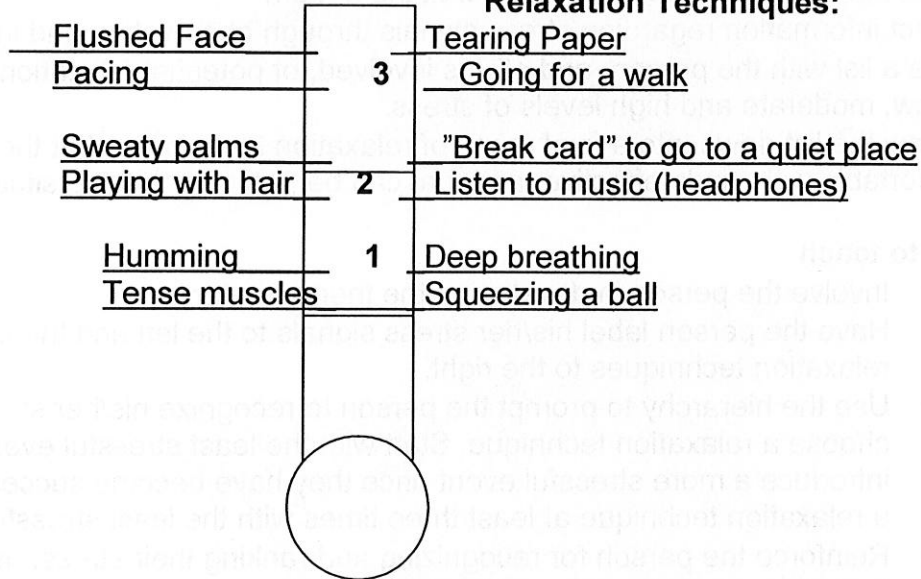
## Stress Thermometer

### Definition

A Stress Thermometer is a visual representation of low, moderate and high stress signals with corresponding relaxation techniques. By referring to the thermometer a person can recognize his/her own stress signals and choose the appropriate stress-reducing activity.

### Example

Stress Signals:



### Why use it?

- Capitalizes of learning strengths by providing a visual representation of stress.
- Assists the person in choosing a set of relaxation techniques that he/she can use in a variety of situations.
- Helps the person to recognize early signs of stress, rank the stress and use the appropriate relaxation technique

### Key Features

- The thermometer is made together with the person.
- The technique is practiced outside of stressful situations initially.
- Eventually fade the use of the thermometer, but continue to reinforce the use of relaxation strategies.

### Highlights

- Many people enjoy using their own words to describe their stress levels (e.g. stormy)
- The thermometer can be posted on a cue card in his/her pocket.

### Reinforcement




- Praise participation in practice situations.

# SOCCSS

*Situation-Options-Consequences-Choices-Strategies-Simulation*

**Situation (what's the problem?):**



Options (What could I do?) 	Consequences (What would happen?) 	Choice (Which do I choose?) 
1.		
2.		
3.		
4.		

**Check it Out:**

? Is it possible? \_\_\_\_\_  Is it safe? \_\_\_\_\_  Is it fair? \_\_\_\_\_

How will I feel?    How will others feel?   

**Strategy (What's my plan?):**



**Simulation (Practice my plan):**

**Role Play –Act it Out!**



Not  
brief  
therapy

Recognize  
Symptoms

pace  
swamy

## 25 Reasons to Use Visual Strategies



We use visual tools to accomplish a purpose. Perhaps we use something visual to help a understand a situation. Maybe we provide a visual prompt so a person can accomplish a task more independently.

### **Think of the PURPOSE of a visual tool.**

Defining the person's NEEDS guides the decision about what kind of tool to use.

Identifying the purpose of a visual tool helps us know how to use it.

Is your work, school or home environment set up to provide the visual support that people with developmental disabilities can benefit from?

How many of these functions are accomplished in your environment with visual tools? As you look at the list, count how many ways people currently receive visual support.

#### **1. Establish attention**

Looking at something can help people establish attention better than just listening. Once they have focused their attention, the rest of the communication message can get in.

#### **2. Give information**

How do people get information to answer the who, what, why, where, when questions?

#### **3. Explain social situations**

The social world can be confusing. People are moving, changing & unpredictable. Giving social information by writing it down helps people understand.

#### **4. Give choices**

How do people know what the options are? What is available? What is not available?

#### **5. Give structure to the day**

Creating a schedule to tell what is happening or what is not happening. Giving people the big picture to reduce anxiety.

#### **6. Teach routines**

Following multiple steps in a routine will be easier when the person can SEE what they are. They will learn a routine faster when they are guided with visual supports so they don't make a lot of mistakes.

#### **7. Organize materials in the environment**

Where are the things we need? Is it clear where to put supplies away when it is clean up time?

#### **8. Organize the space in the environment**

Can the person identify his own space to work or play or sit? Which parts of the environment can he use and which parts are "off limits?"

#### **9. Teach new skills**

Learning to operate a new piece of equipment. Learning a new task or skill.

#### **10. Support transitions**

Stopping one activity to start another. Moving from one environment to another. Anything that involves a shift or change.

#### **11. Stay on task**

Remembering what the current activity is and staying involved with it until it is completed.

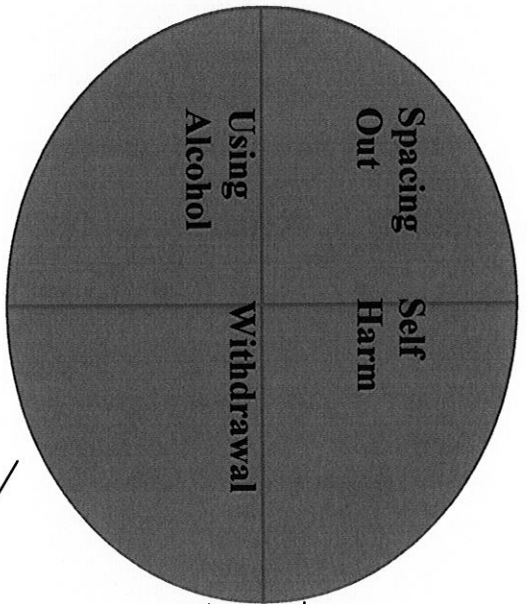
#### **12. Ignore distractions**

Helping people consciously focus their attention on desired activities or interactions.

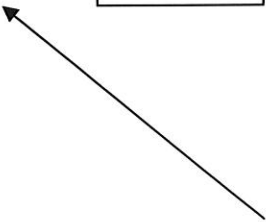
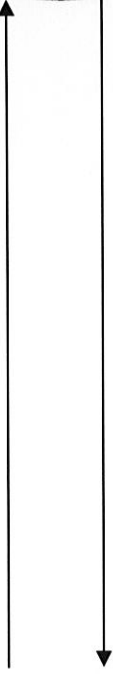
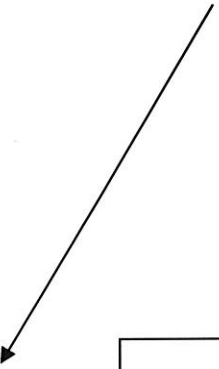
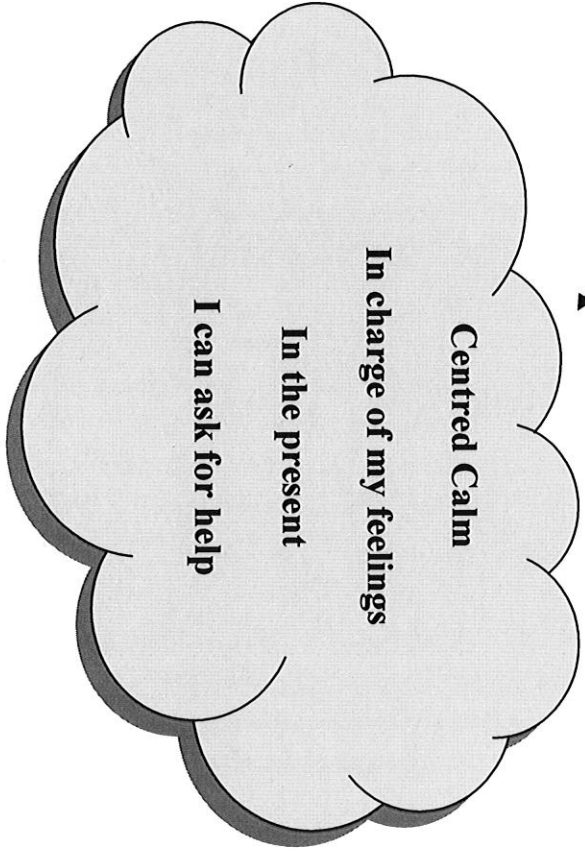
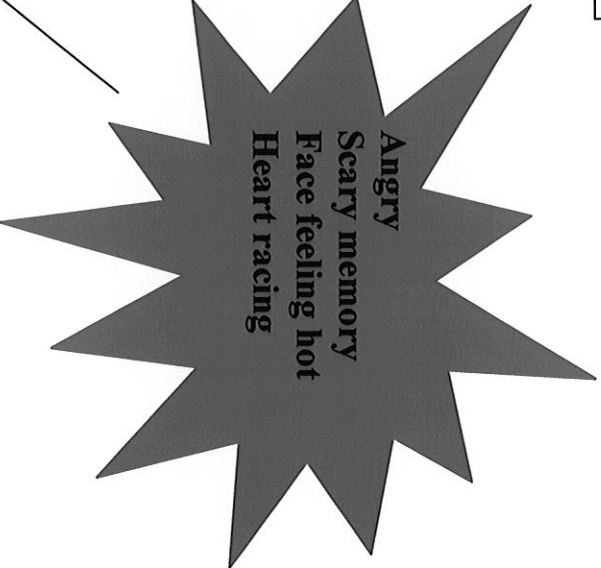
#### **13. Manage time**

How long is 5 minutes or one hour? How much time is there before a transition in the schedule? Time is invisible. Timers and clocks turn time into something people can SEE.

**UNDERSTANDING MY TRAUMA**



**I CAN USE MY  
TOOL BOX**



**Dr. Lori Haskell**

## **GROUNDING**

Grounding describes a set of simple strategies to detach from overwhelming emotions (sadness, drug cravings, self-harm impulses, as well as any form of dissociation or flashback).

Many people with post-traumatic stress (PTSD) and substance abuse struggle with either feeling too much (overwhelming emotions and memories) or too little (numbing and dissociation).

In grounding, you attain a balance between consciousness of reality and an ability to tolerate it.

Grounding Skills are interventions that assist in keeping a person in the present. These skills usually occur within two specific modalities:

1. Sensory Awareness
2. Cognitive Awareness

## **WAYS TO GROUND**

Here are some suggestions you can give to the client to assist with grounding.

### **Sensory Awareness Grounding Skills**

- Spritz your face (with eyes closed), neck, arms and hands with a fine water mister.
- Put your feet firmly on the ground
- Listen to soothing music or familiar music that you can sing along to. Dance to it. How does it make your body feel?
- Rub your palms, clap your hands. Listen to the sound. Feel the sensation.
- Hold something that you find comforting, it may be a stuffed animal, a blanket or a favourite sweater. Notice how it feels in your hands. Is it hard or soft?
- Carry something meaningful and tangible in your pocket that reminds you of the present. Touch it to remind yourself that you are an adult.
- Try to notice where you are, your surroundings including the people present.
- If you have a pet touch their fur and speak their name out loud.
- Exercise. Ride a bike, stationary or otherwise. Lift weights. Do jumping jacks.

# TOOLBOX

## Tools for Helping Clients Name & Integrate Feelings

- Stress thermometer
- Faces with feelings labeled sheet
- Human interaction diagrams
- “Name That Feeling” song worksheet
- “Say it with Clay”
  - Show something you wish you could change
  - Create a symbol for happiness
  - Show something you wish you had more control over/be in charge of
  - Sculpt an animal that most represents you
  - Create a symbol of hope
  - Create a symbol of your feelings now
  - Create a symbol of safety
- “Get It Out”
  - Sculpture in the clay what each feeling looks like to you: anger, sadness, hurt, helpless, afraid, alone, depressed, shame
  - Show in the clay what you want to do with that feeling (eg. Squish it, pound it, tear it apart)
  - Recreate a new, pleasant feeling to replace the unpleasant one (eg. hopeful, calm, loved, happy, comforted, proud, worthwhile)
- “Healing Sculpture”
  - Use clay/playdough to create one’s personal image of healing
  - Ask client to share how this image can help to refocus his/her thoughts during emotionally difficult times
  - Next, have the client describe how this image can help her/him in different settings such as home, school/work, friends, etc.
- Shredding a symbol of pain/trauma or abuser

## Tools for Building Affect Tolerance Skills

### Distracting

- Aroma silly putty
- Squeeze a rubber ball very hard
- Do cleaning
- Play computer game
- Do a puzzle
- Tactile Diversion – especially helpful for clients who self-harm
  - Squeezing ice,
  - Taking a cold bath

# What Is the SOCCSS Strategy?

The SOCCSS social skills strategy consists of six steps:

- Situation
- Options
- Consequences
- Choices
- Strategies
- Simulation

To implement SOCCSS the facilitator guides a client or group of clients through the process using discussion, writing, pictures and drawings to identify the information needed in each step. It may be helpful to look at Figure A (see page xx) as you read through the steps.

## Step 1: Situation

Work with the client to identify the details of a situation or problem, asking questions such as:

- What happened?
- When did it happen?
- Who was there?
- Where did it happen?
- Why did it happen?

The facilitator guides the client in providing the details.

## Step 2: Options

Brainstorm options for responding to the situation, asking questions such as, How did you react to (situation)? What are other things you could have done? What else might you have said? All options are recorded, whether appropriate or inappropriate, with judgment left for later. At first, the client may not be able to find more than one option to a situation. If this is the case, the facilitator will have to help the client identify several options by prompting, for example.

## Step 3: Consequences

Revisit the options and have the client identify the action or reaction that might result from each option. For example, "What might happen if you (did or said) ...? Could anything else happen? This step is important because it helps the client understand cause and effect. That is, it lets the client know that for each Option something logical will happen. For many clients, this is the first time they realize