Sick

Grouchy

Tired

Lonely

OK

Just

Scared

Sad
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
2. Moderately trustworthy
3. Slightly trustworthy
4. Slightly untrustworthy
5. Moderately untrustworthy
6. Extremely untrustworthy

<table>
<thead>
<tr>
<th>How much do you trust yourself</th>
<th>Extremely trustworthy</th>
<th>Extremely untrustworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>to listen to your feelings</td>
<td>1  2  3  4  5  6</td>
<td></td>
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<tr>
<td>to know what you like</td>
<td>1  2  3  4  5  6</td>
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<tr>
<td>to know what you dislike</td>
<td>1  2  3  4  5  6</td>
<td></td>
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<tr>
<td>to follow your instincts</td>
<td>1  2  3  4  5  6</td>
<td></td>
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<tr>
<td>to make decisions</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>to solve your own problems</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>to know when to trust</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>to know how much to trust</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>to know whom to trust</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
</tbody>
</table>

A family member

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 |
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
- 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
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: Flushed Face Pacing Sweaty palms Playing with hair Humming Tense muscles 3 2 1

Relaxation Techniques:
Tearing Paper Going for a walk "Break card" to go to a quiet place Listen to music (headphones) Deep breathing Squeezing a ball

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.
<table>
<thead>
<tr>
<th>Situation (what's the problem?):</th>
<th>Options (What could I do?)</th>
<th>Consequences (What would happen?)</th>
<th>Choice (Which do I choose?)</th>
</tr>
</thead>
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<tr>
<td>?</td>
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<td>4.</td>
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</table>

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!

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.
I CAN USE MY TOOL BOX

UNDERSTANDING MY TRAUMA

Using Alcohol
Spicing Out
Withdrawal
Self Harm

Angry
Face feeling hot
Heart racing

Centred Calm
In charge of my feelings
In the present
I can ask for help

Scary memory

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 (e.g. Squish it, pound it, tear it apart)
  - Recreate a new, pleasant feeling to replace the unpleasant one (e.g. 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