

Trauma Informed and Inclusive Yoga Workshop

Catherine Cook-Cottone, Ph.D.
University at Buffalo and Yogis in Service, Inc.

Jessica Bauer Walker
CoNECT

Sherman Webb
WIN-Initiative



Introductions

These workshops are appropriate for educators and anyone who interacts with children in an educational or mentoring capacity; occupational therapists, physical therapists, social workers, pediatricians, teachers, etc. CEUs and Certificates of Attendance available.

Prior registration is required. Registration and additional information:
www.buffalo.edu/inclusion/projects/yoga-for-every-body

Sign-in begins at 8:30 a.m.

CATHERINE COOK-COTTONE



Trauma Informed Yoga in Schools • 9:00 a.m.–12:00 p.m.

3 CE credits for LCSWS, LMSWs, LMHCs, and psychologists. See <https://cutt.ly/qedxAjw> for additional information. Certificate of Attendance provided for attendees of full 6-hour workshop.

Catherine Cook-Cottone, from Yogis in Services (YIS) along with Jessica Bauer Walker and Sherman Webb from the Community Health Worker Network of Buffalo will provide an overview of trauma informed yoga in schools, including examples of yoga and mindfulness in the Buffalo School District and surrounding communities.

JESSICA BAUER WALKER



SHERMAN WEBB



Lunch (free) • 12:00–1:00 p.m.

Mindfulness Through Yoga • 1:00–4:00 p.m.

No CE credits are offered for this program.

Certificate of Attendance provided for attendees of full 6-hour workshop.

Conducted by Julie Leatherbarrow from Budding Tree Yoga, this presentation will include breathing exercises and yoga postures to bring energy up and calm energy down. The postures and breathing exercises will be taught and practiced during the workshop and materials will be provided for the participants to take with them for future reference.

JULIE LEATHERBARROW



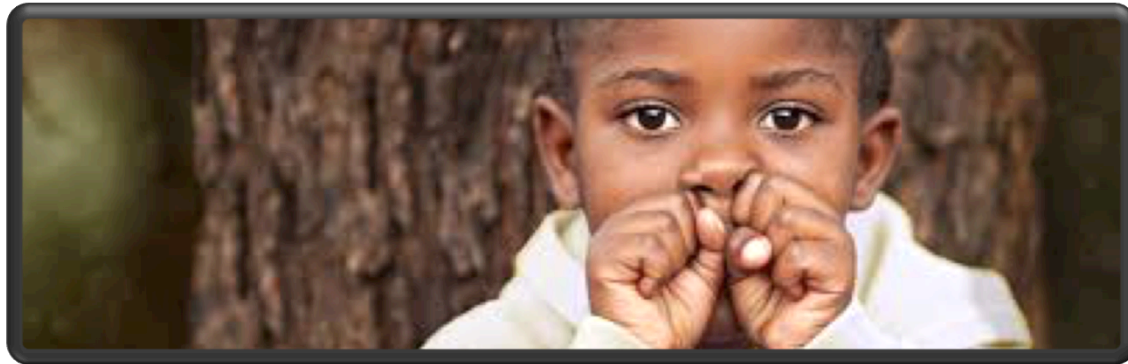
and materials will be provided for the participants to take with them for future reference. The postures and breathing exercises will be taught and practiced during the workshop including breathing exercises and yoga postures to bring energy up and calm energy down. Conducted by Julie Leatherbarrow from Budding Tree Yoga, this presentation will

Goals for Today

- Brief review of trauma and effects (trauma, ACE)
- Introduce Compton lawsuit
- Provide context of evolving trauma-informed school practices
- Introduce yoga and mindfulness mechanisms of change.
- Engage in practices related to diversity, equity and inclusion
- Inspire you to learn (and practice) more!

Trauma

- Exposure to an traumatic event Overwhelms a student's ability to cope
- Can result in feelings of terror, helplessness, and powerlessness (prolonged stress response)
- Interferes with a student's sense of control, connection and meaning



- <https://safesupportivelearning.ed.gov>, DSM-5 (2013)

Sample Types of Trauma

- Community Violence
- Complex Trauma
- Domestic Violence
- Early Childhood Trauma
- Medical Trauma
- Natural Disasters
- Neglect
- Physical Abuse
- Refugee Trauma
- School Violence
- Sexual Abuse
- Terrorism
- Traumatic Grief
- Generational Trauma
- Systemic and Instructional Trauma
- Gender-based Violence/Trauma
- Racial-ethnic Trauma

<http://www.nctsn.org>

Adverse Childhood Events (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs



www.70-30.org.uk
@7030Campaign

4 or more ACEs

3x the levels of lung disease and adult smoking 

11x the level of intravenous drug abuse 

14x the number of suicide attempts 

4x as likely to have begun intercourse by age 15 

4.5x more likely to develop depression 

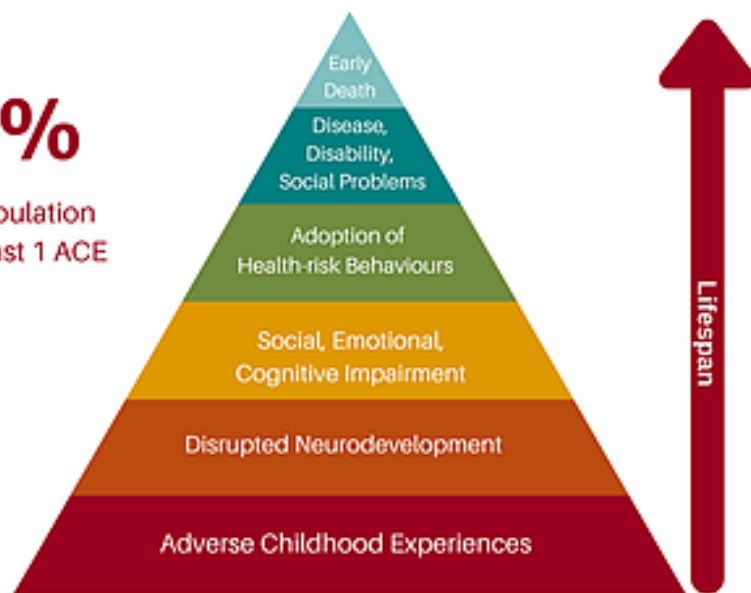
2x the level of liver disease 

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%

of the population have at least 1 ACE



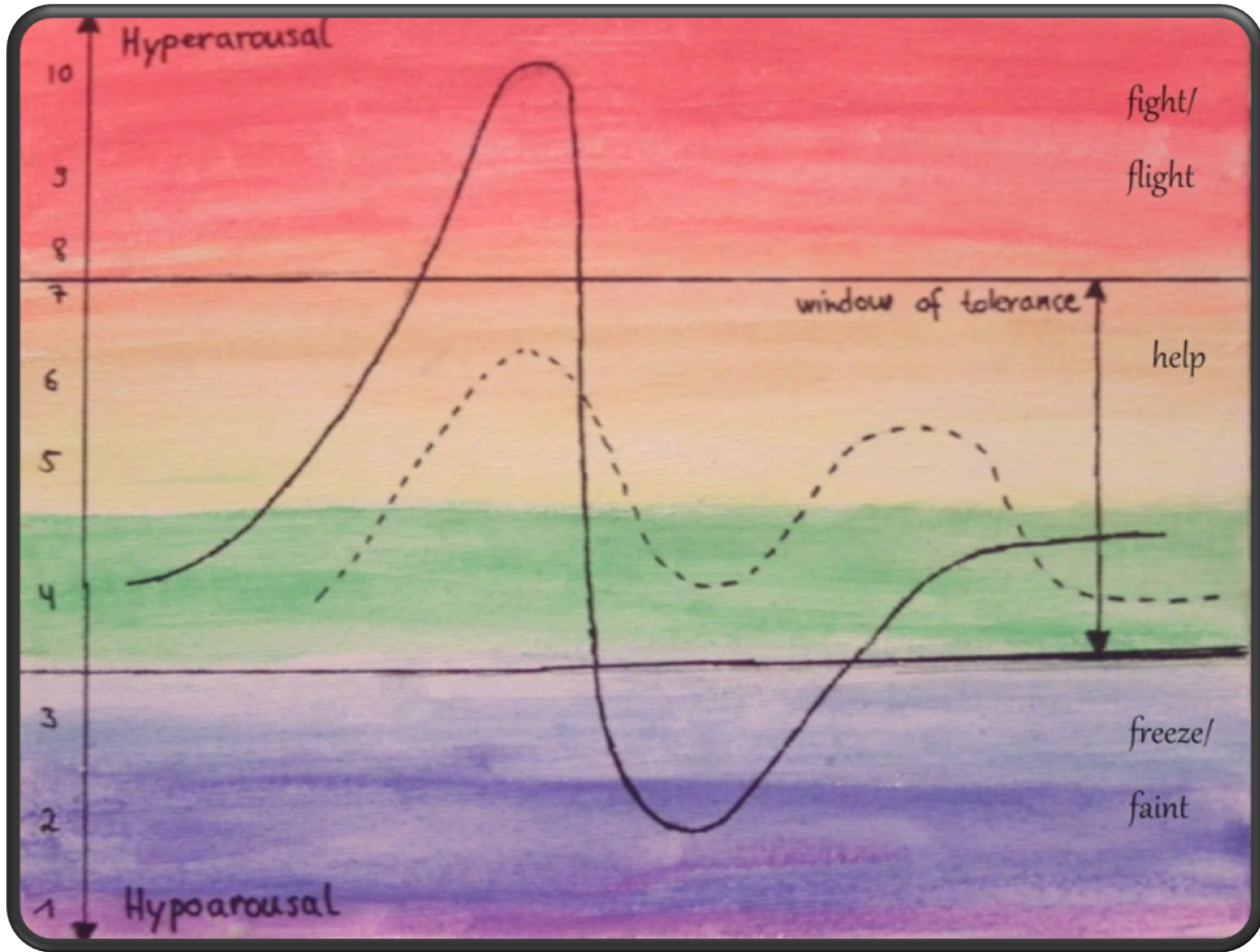
Common Reactions to Traumatic Exposure

Classroom Manifestations

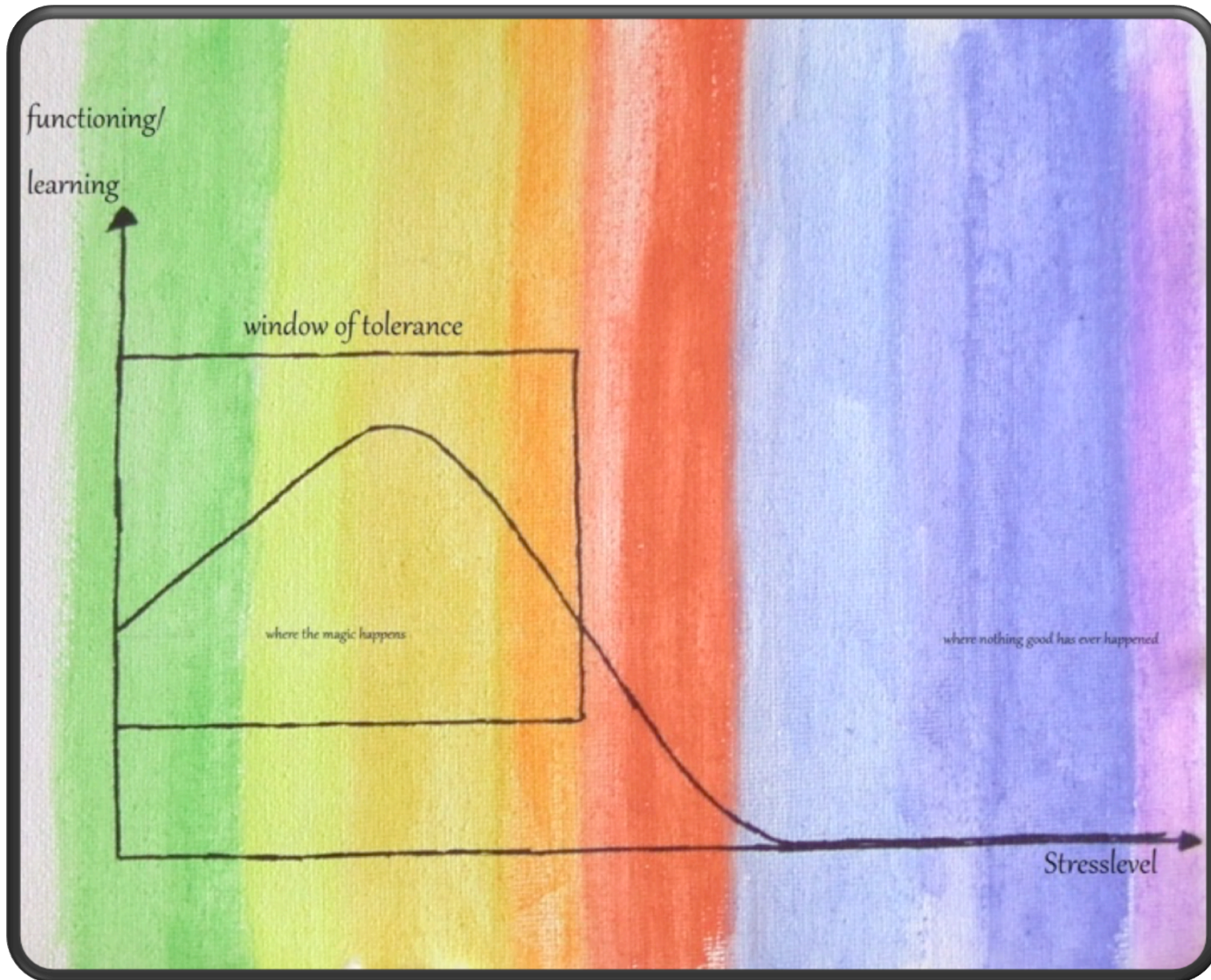
4 Categories of Reactions

Re-Experiencing <ul style="list-style-type: none">• Fatigue• Sleepiness• Trouble Concentrating• Tearfulness• Decline in academics	Avoidance <ul style="list-style-type: none">• Creating distractions• Absenteeism• Resistance to talking about incident• Resistance to going certain places
Hyper-arousal <ul style="list-style-type: none">• Easily startled• Strong reactions to small things• Somatic complaints (headaches, stomachaches)	Negative Alterations in Cognition <ul style="list-style-type: none">• Social withdrawal• Moodiness and irritability• Look emotionless or numb• Negative about self or future

Window of Tolerance

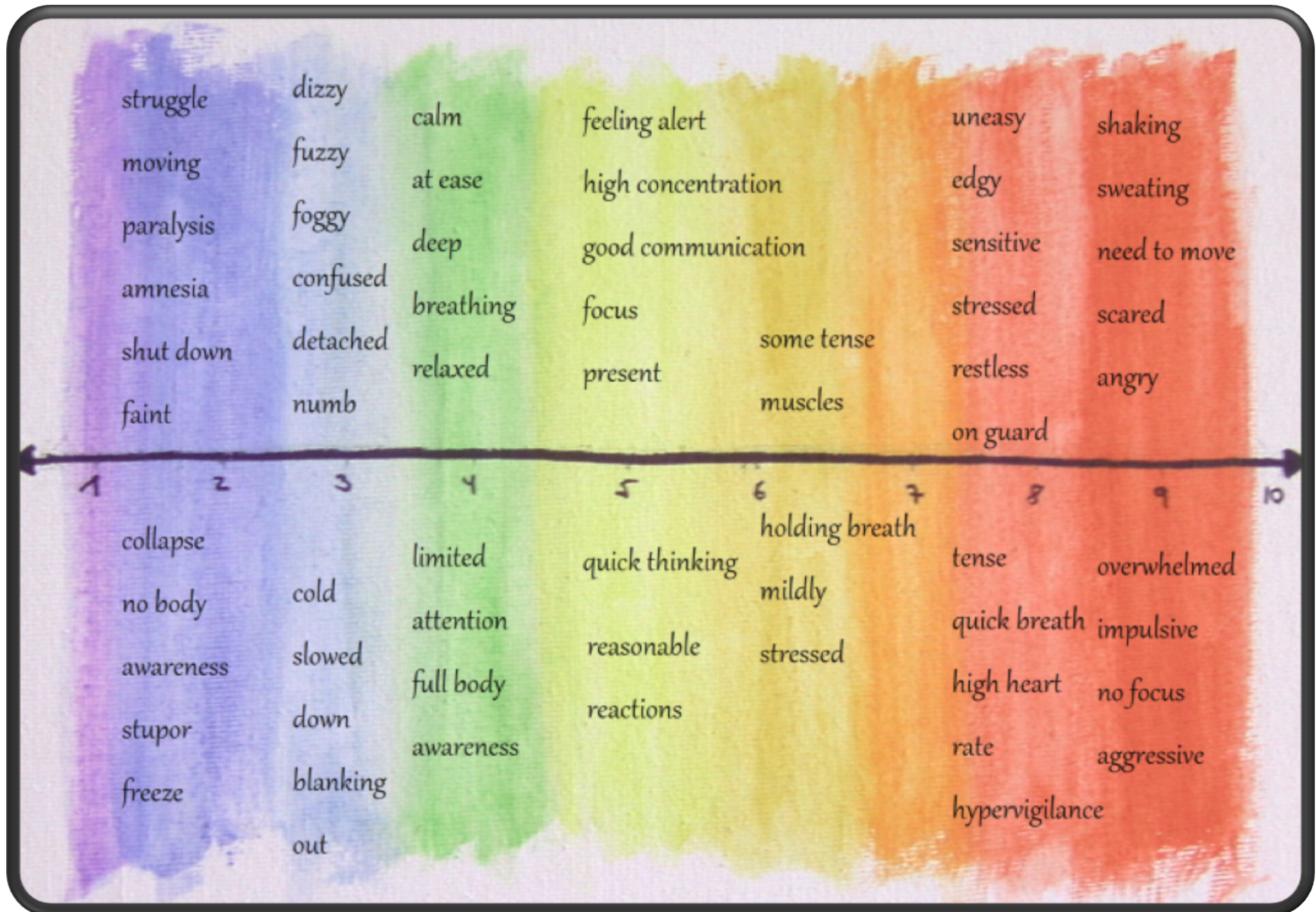


Window of Tolerance



<https://www.dis-sos.com/window-of-tolerance/>

Window of Tolerance



Trauma Effects Learning

- Research shows that childhood trauma can physically alter the developing brains and bodies of children,
 - which can affect cognition and behavior for decades and
 - lead to symptoms similar to those of veterans returning home from war with PTSD.



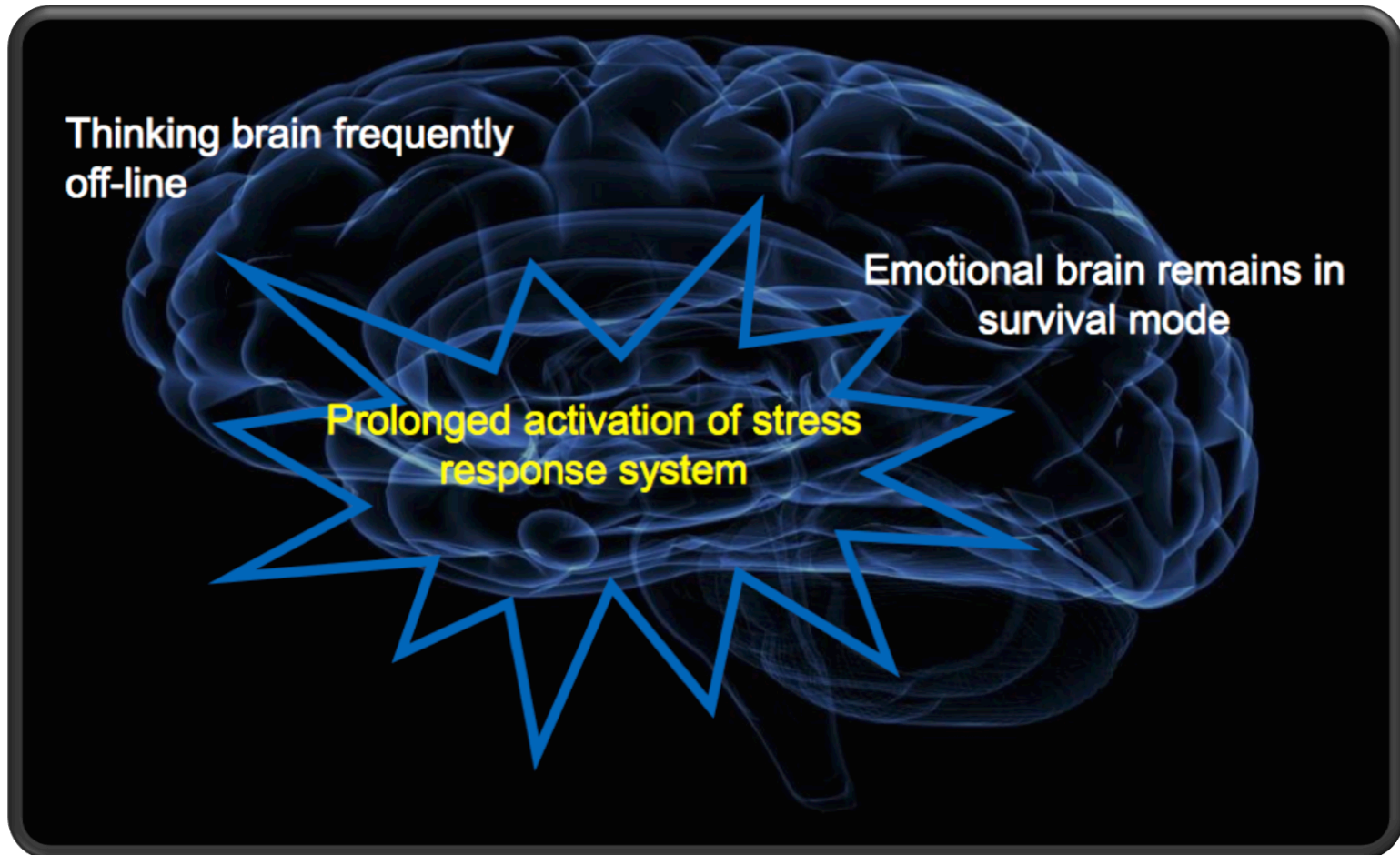
<http://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

Photo from <http://cehdvision2020.umn.edu/cehd-blog/children-of-domestic-violence/>

Trauma Affects Learning

- Childhood trauma stands in the way of academic success for millions of children, especially those in underserved communities.
- The following have a high correlation with exposure to trauma:
 - Low literacy,
 - high dropout rates,
 - repeating grades,
 - low achievement, and
 - Elevated risk for the school-to-prison pipeline
(children funneled out of school and into juvenile and criminal justice systems)

Long-term Activation



Slide from <https://safesupportivelearning.ed.gov>

Survival Mode



- Competing Demands
 - Survival vs. Learning
 - Difficult to learn when your resources are dedicated to surviving (self-protection)
- Sequence of Intra- and Interpersonal Engagement:
 - (1) **Regulate** → (2) **Relate** → (3) **Reason**
 - In schools (and as adults)- Our default is to (1) **Reason** → (2) **Relate** → (3) **Regulate**

Legal Implications



Trauma & Learning

Peter P., et al. v. Compton Unified School District, et al.

- Peter P. et al. v. Compton Unified School District
- Outcome of Lawsuit summarized
 - <http://www.publiccounsel.org/stories?id=0172>
- Lawsuit Webpage
 - <http://www.traumaandlearning.org/summary--key-documents>

Peter P. et al. v. CUSD

- The lawsuit seeks a remedy centered on proven models of trauma-informed learning being adopted by districts across the country.
- The model includes:
 - Adequate mental health and counseling service for the highest need students;
 - Trauma-informed training and support for all educators and school staff;
 - Teaching children skills to cope with their anxiety and emotions; and
 - Implementing positive school discipline and restorative strategies that keep children in school and create a safe and welcoming environment.

Practice: Root Down and Breathe



Trauma & The Brain

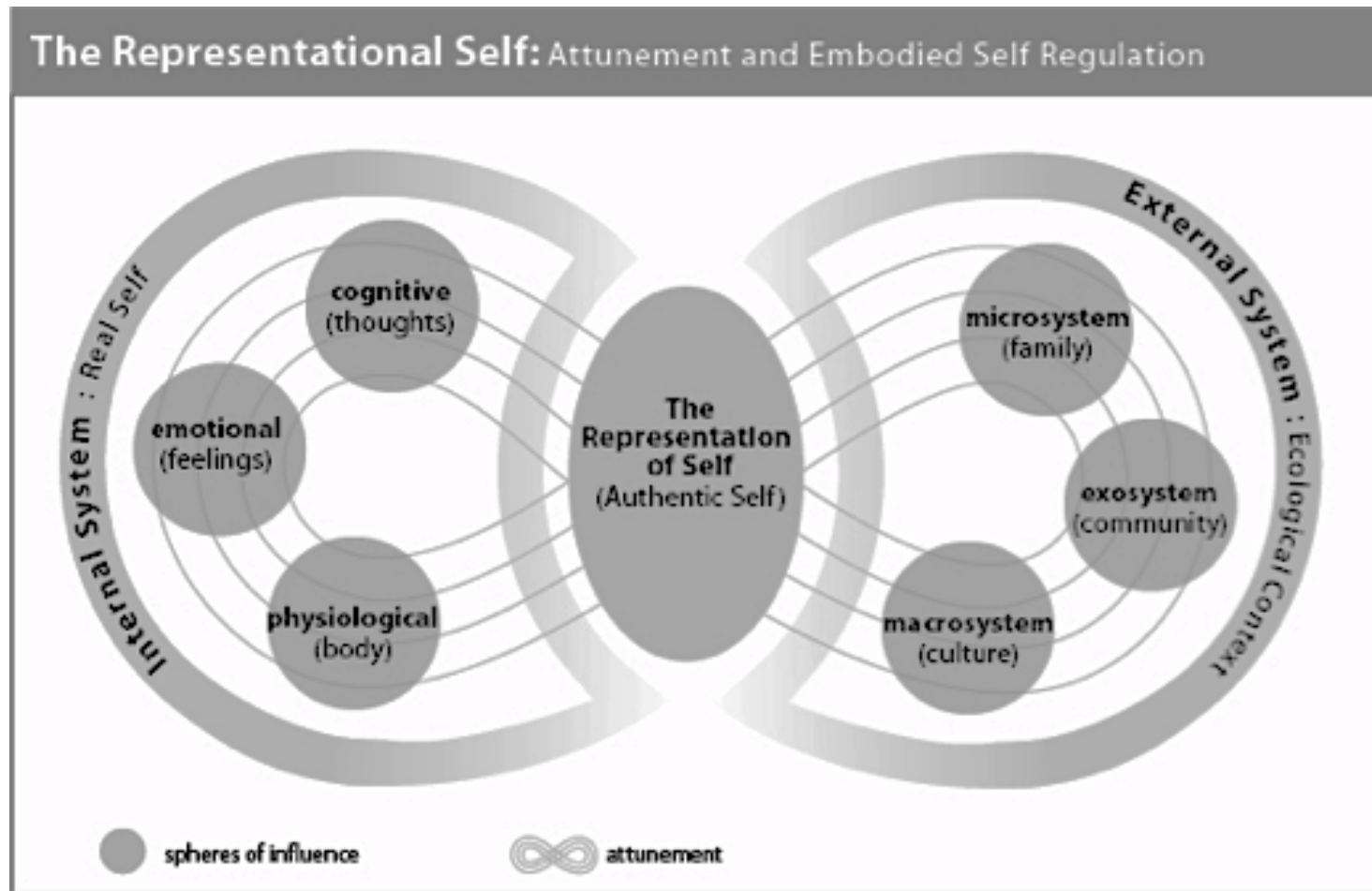
Key Concepts from Bruce Perry, MD

- **Resilience:** Not everyone exposed to adverse experiences is traumatized
- **Plasticity:** The amazing ability of the brain to learn, grow, and change in response to environment (particularly in response to relationships)
- **Recovery:** Brains respond to repeated stimuli; use-dependent development
- **Brain Activity:** The brain has to be active in order to learn
- **Hope:** Even as adults, our brains are capable of learning and changing

We have the capacity to promote healthy neurodevelopment!

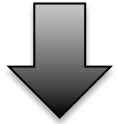
■ Bruce D Perry © 2004---
2015

Active Embodiment of Self



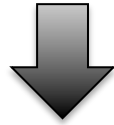
From Cook-Cottone, 2015, 2017, 2020

Reaction To Traumatic Exposure



- (a) Hyper-arousal (body)
- (b) Avoidance/
Re-experiencing
- (c) Alterations in
Cognition

Yoga and Mindfulness Practice



- (a) Embodied Practice
- (b) Engagement in the
Present Moment
- (c) Re-mapping
Cognitions

Safety
Empowerment
Choice
Trust
Collaboration



I Create the Growth Zone

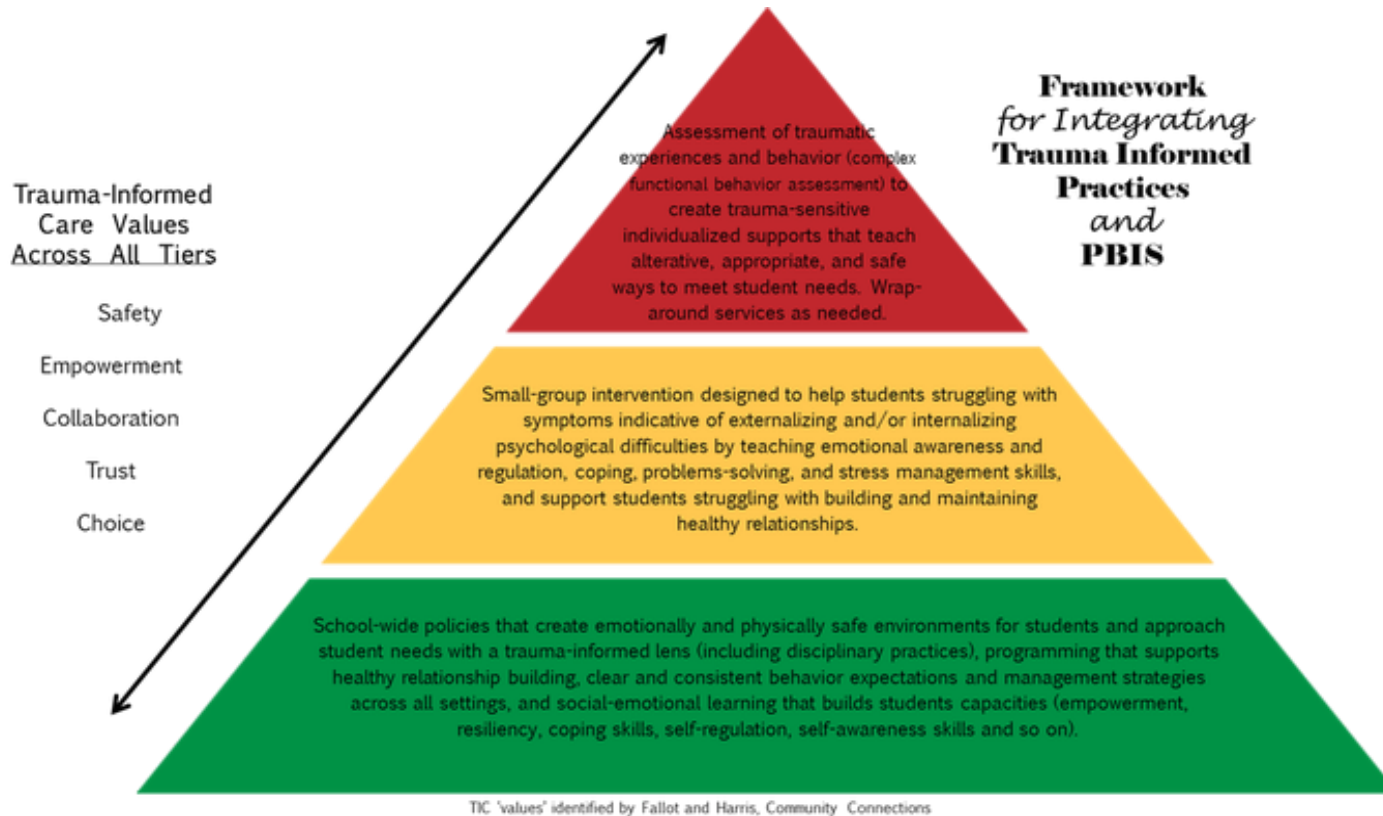


Cook-Cottone Research Team University at Buffalo, SUNY (Manuscript in Preparation)
Yogi in Service & Africa Yoga Project

Integrate the Mechanism of Change for Yoga and Mindfulness

- Cultivate present moment awareness
- Development of the witness and inner coach
- Use interoceptive awareness as a tool for decision making
- Emphasize emotional awareness in decision making
- Increased intentionality in actions

Emerging Models for Trauma-Informed Educational Practices



Slide From: <http://www.positivelypbis.com/>

Tier 1: Yoga and Mindfulness

- School-wide policies and practices that create emotionally and physically safe environments for students
- Approach student needs with a trauma-informed lens
- Emphasize social and emotional learning through a mindfulness and yoga lens (e.g., present moment awareness, agency/empowerment, embodiment, compassion, gratitude, etc.)
- View disruptions and behavior problems as opportunities to teach skills while setting limits to keep everyone safe and learning.

Practice: Root Down and Breathe With



ALL Tiers: You are the Intervention

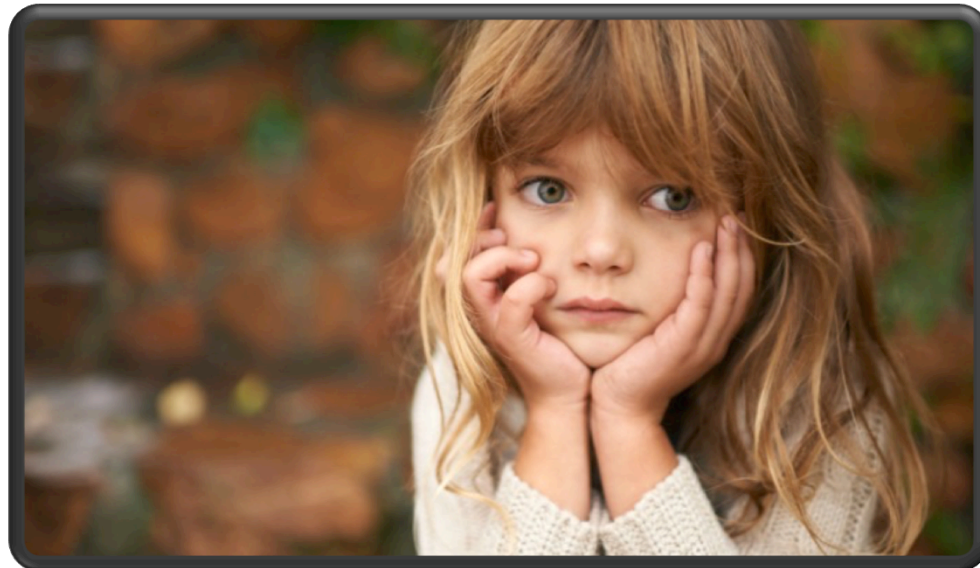
- Consider that you can't give what you don't have....



- Yoga and mindfulness practices require active practice by those who deliver the practices.

ALL Tiers: Mindful Safety

- When safety is perceived, immediate survival is no longer paramount (Emerson, 2016)
- Otherwise, everything is a threat- even when it is not (Emerson, 2016)



ALL Tiers: Mindful of Triggers



- Loud, chaotic environments
- Physical touch
- Authority figures
- Limit setting
- Uncertainty about expectations or transitions
- Emergency responders and police
- Situations that generate feelings of helplessness, vulnerability, or lack of control

Slide from <https://safesupportivelearning.ed.gov>

control
helplessness, vulnerability, or lack of

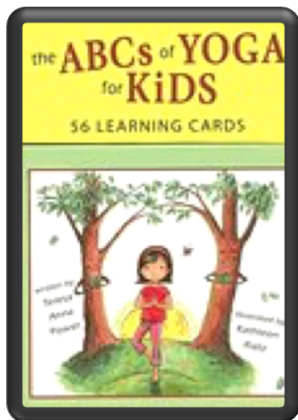
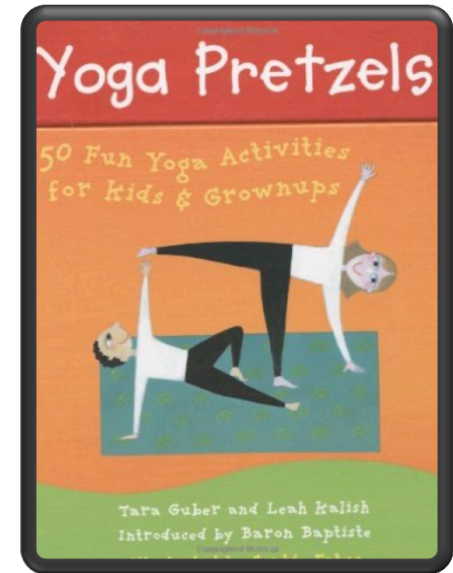
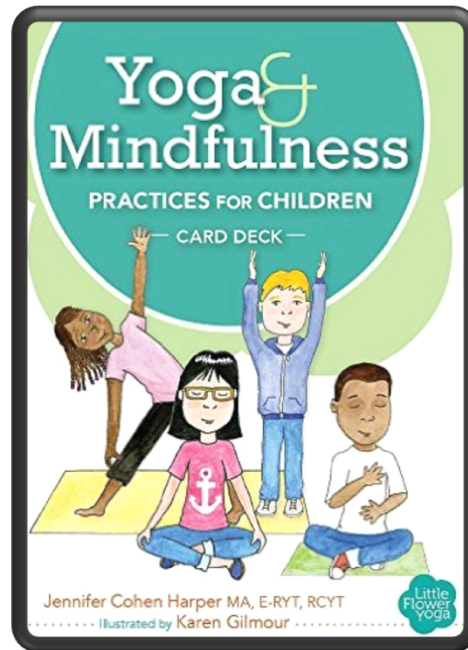
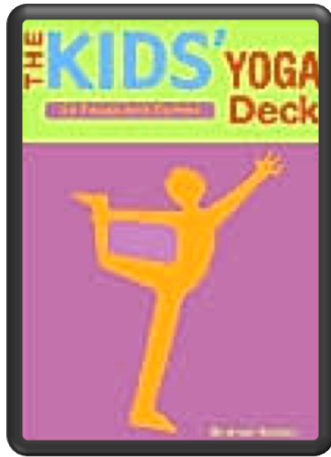
ALL Tiers: Focus on Choice, Agency, and Embodied Empowerment

- “No intervention that takes power away from the survivor can possibly foster... recovery, no matter how much it appears to be in [the student’s] immediate best interest.”
- Judith Herman, MD
- <http://www.sharingculture.info/recovery-from-trauma.html>

ALL Tiers: Physical Embodiment

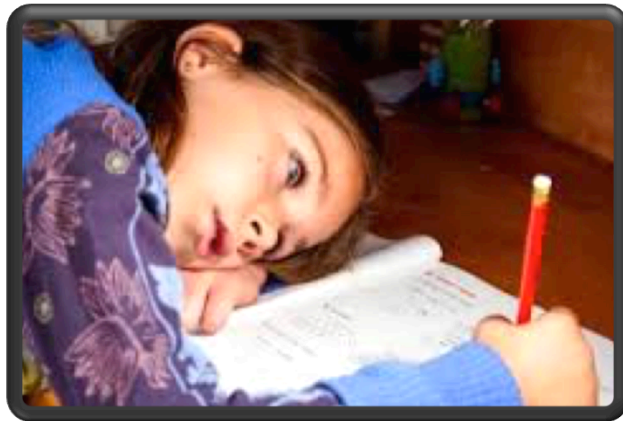
- Interoceptive awareness: Awareness of the internal state of one's body (*Nature Neuroscience* 7, 102 - 103 (2004) doi:10.1038/nn0204-102)
- Work students toward and awareness of their bodies gradually and with intention
 - Asana and yoga forms
 - Activities that show the heart rate with movement and feeling
 - Move to body scans and breath work (connect back to heart rate and muscle tension)

Yoga Decks



ALL Tiers:

Somatic Experiencing can be Re-Experiencing

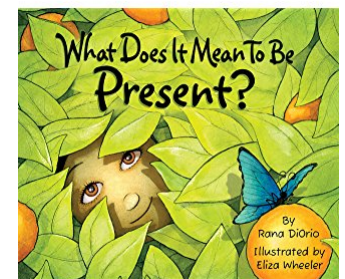
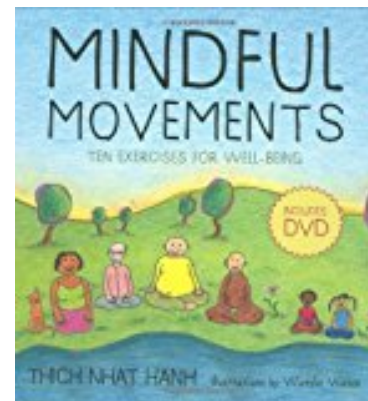
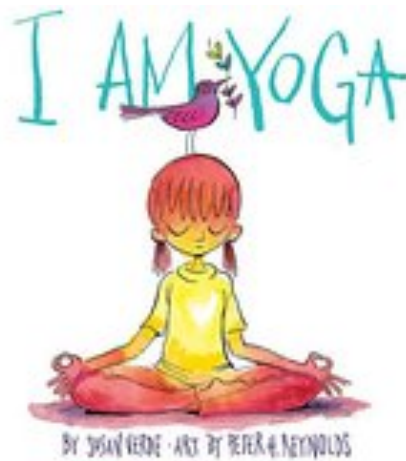
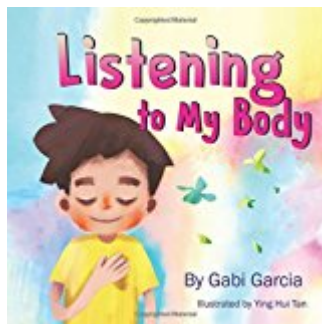
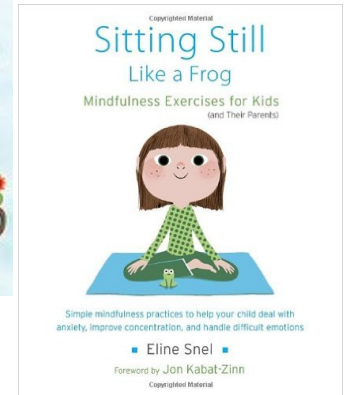
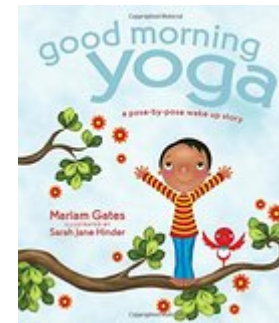
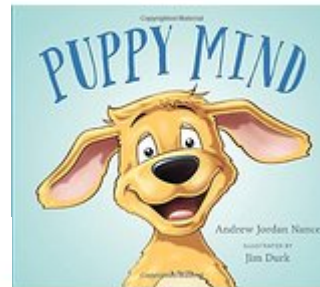
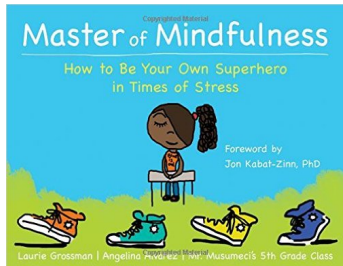
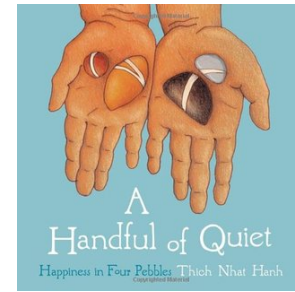
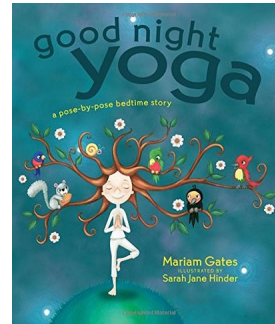
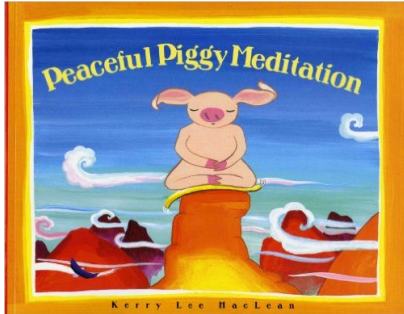


- Front. Psychol., 04 February 2015 | <http://dx.doi.org/10.3389/fpsyg.2015.00093>

ALL Tiers: Self-Regulation

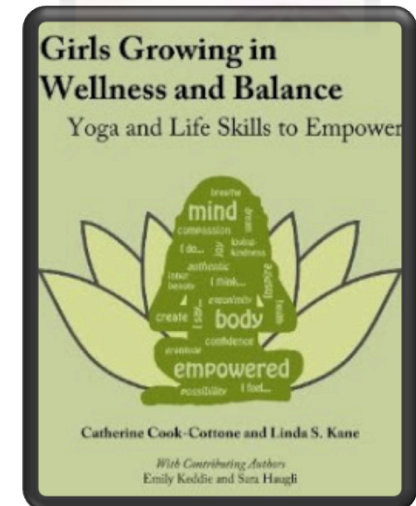
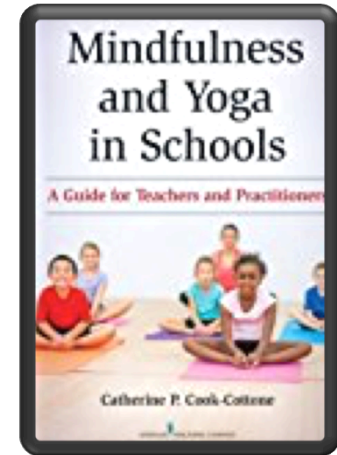
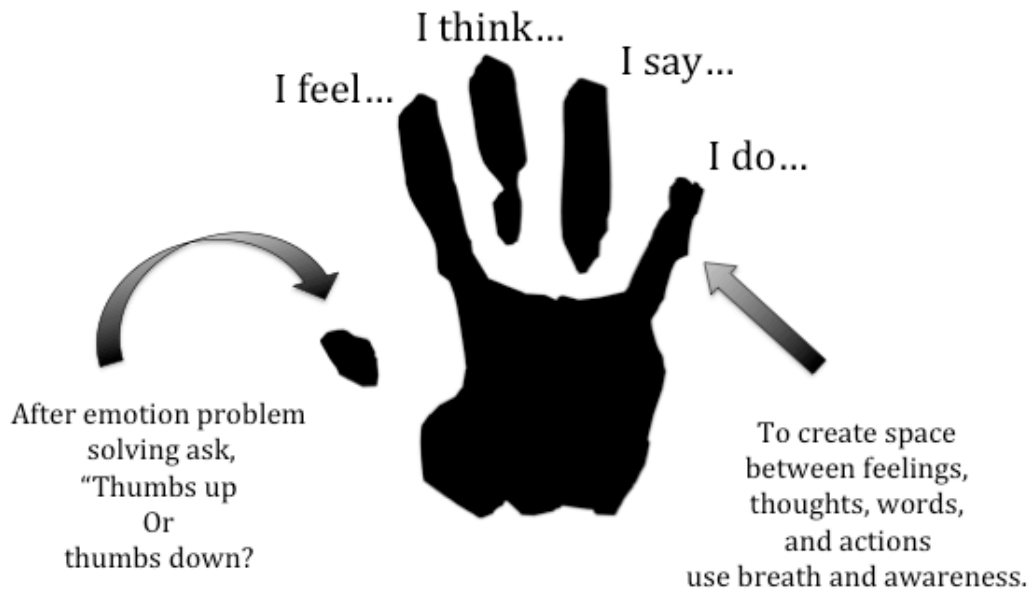
- Physiological self-regulation
 - Asana/yoga forms as a way to shift the state of your body
 - Body scan and systematic relaxation to reduce tension and holding of stress
 - Breathing exercises to notice and manage heart rate
- Attentional Regulation
 - Short mindful practices (meditation)
 - Focus on sound, smell, breath, mind jars, etc.
- Emotion Regulation
 - Emphasize choice, agency, and empowerment
 - Notice, witness (wait and engage in deeper observation), and choose effective behavior/action
 - Yoga provides active practice

Yoga and Mindfulness Books



All Tiers: Mindful Problem Solving

I Think, I Feel--- I Say, I Do



Cook-Cottone et al., 2013, 2017

ALL Tiers: Cognitive Mapping

12 YIS Principles for Growth

*“Between stimulus and response there is a space.
In that space is our power to choose our response.*

*In our response,
lies our growth and our freedom.”*

Viktor Frankl

Part I: Inner Resources

(Kids: Me)

- **EMPOWERMENT**
 - **I can**
 - (kids- I can)
- **WORTH**
 - **I am worth the effort**
 - (kids- I am always worth it)



Part II: Positive Embodiment

(Kids: Me and My Body)

- SAFETY
 - **I deserve to be safe**
 - (kids-I deserve to be safe)
- BREATH
 - **My breath is my most powerful tool**
 - (kids- My breath is powerful)
- PRESENCE
 - **I work toward presence in my body**
 - (kids- I can connect with my body)
- FEELING
 - **I feel so that I can heal**
 - (kids- It's okay to feel my feelings)



Tier 2: Yoga and Mindfulness

- Small group intervention designed to help students struggling with symptoms indicative of externalizing/internalizing psychological difficulties
 - teaching body awareness (interoceptive),
 - emotional awareness, self-regulation, mindful problem solving, distress tolerance, and stress management skills.

Tier 2: Yoga and Mindfulness

- Small groups, one-on-one, focused practice
 - Group yoga and mindfulness sessions teaching skills
 - Lessons designed to address specific needs
 - e.g., emotion and behavioral regulation,
 - development and practice of attention skills

Tier 3: Yoga and Mindfulness

- Assessment of traumatic experiences and behavior
- Complex functional behavioral assessment
- Create a trauma-sensitive individualized supports that teach alternative and appropriate, and safe ways for the student to meet his or her needs



Tier 3: Yoga and Mindfulness

- One-on-one, collaboration with specialist
 - One-on-one sessions specific to student needs (assessment-driven)
 - Cooperation with in school, and/or out-of-school school therapists reinforcing mindfulness and yoga skills



Make a Plan

- [Begin with your own practice](#)
- Prioritize relationship, choice, and agency
- Integrate mindful awareness into classroom (stop and notice) and move toward simple yoga activities (stretches with awareness and breath)
- [Get educated](#) (Lisa Flynn and Bethany Butzer)
<http://www.yoga4classrooms.com>- research repository Yoga in Schools Symposium- Kripalu)
- [Yoga/Mindfulness Teacher Training](#) (YIS-
yogisinservice.org and more)

Break

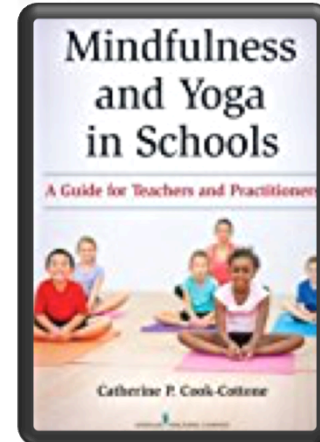
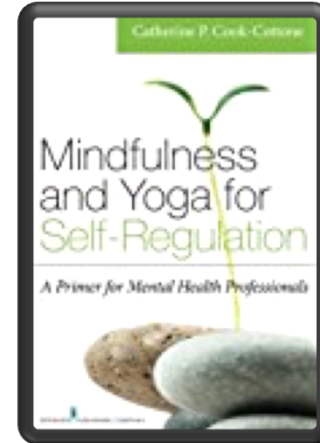


Photo by Glenn Murray

Photo by Glenn Murray

Books

- Cook-Cottone, C. P. (2017). **Mindfulness and Yoga in Schools: A Guide for Teachers and Practitioners.** New York, NY: Springer
- Cook-Cottone, C. P. (2015). **Mindfulness and Yoga for Self-regulation: A Primer for Mental Health Professionals.** New York, NY: Springer



Trauma Resources

- Slides on trauma informed schools
 - https://safesupportivelearning.ed.gov/sites/default/files/03%20P2_Integrating%20Trauma-Sensitive%20Practices%20in%20Schools_10.15.15_to%20ED.pdf
- Complex Trauma in Children and Adolescents - http://www.traumacenter.org/products/pdf_files/Complex_Child_Trauma.pdf
- Core Concepts in Understanding Trauma - <http://www.nctsn.org/resources/audiences/parents-caregivers/what-is-cts/12-core-concepts>
- Children of Trauma – What Educators Need to Know - http://aap.uchc.edu/documents/NCFA_ADOPTION_ADVOCATE_NO63.pdf

References

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- Cook-Cottone, C. P. (2017). *Mindfulness and Yoga in Schools: A Guide for Teachers and Practitioners*. New York, NY: Springer
- Cook-Cottone, C. P. (2004). Childhood posttraumatic stress disorder: Symptomatology, treatment, and school reintegration. *School Psychology Review*, 33, 127-139 [selected for publication in the 2007 *School-based mental health toolkit*. Bethesda, MD: NASP Publications].
- Cook-Cottone, C. P., Kane, L., Keddie, E., & Haugli, S. (2013). *Girls growing in wellness and balance: Yoga and life skills to empower*. Stoddard, WI: Schoolhouse Educational Services, LLC.
- Emerson, M. (2016). Trauma-sensitive yoga workshop. Kripalu, MA. October.
- Evers, T. Using Positive Behavioral Interventions & Supports (PBIS) to Help Schools Become More Trauma-Sensitive. Wisconsin Department of Public Instruction.
- National Association of School Psychologists. (2015). *Creating Trauma Sensitive Schools: Supportive Policies and Practices for Learning (Research summary)*. Bethesda, MD: Author
- Scime, M., & Cook-Cottone, C. P. (2008). Primary prevention of eating disorders: A constructivist integration of mind and body strategies. *International Journal of Eating Disorders*, 41, 134-142.
- Serwacki, M., & Cook-Cottone, C. P. (2012). Yoga in the schools: A systematic review of the literature. *International Journal of Yoga Therapy*, 22, 101-109.
- St. Andrews, Alicia (2013). *Trauma & Resilience: An Adolescent Provider Toolkit*. San Francisco, CA: Adolescent Health Working Group, San Francisco.

Yoga Resources

(These are a few of many)

- <http://www.yoga4classrooms.com/about-yoga-4-classrooms>
- <https://yogainmyschool.com/yoga-classroom/yoga-games/>
- <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
- <http://littlefloweryoga.com/programs/the-school-yoga-project>
- <http://www.nchpad.org/881/5004/Yoga~in~the~Classroom~~A~New~Kind~of~Education>

Mindfulness Resources

(a few of many)

- <http://www.casel.org>
- <https://mindfulnessinschools.org>
- <http://www.mindfulschools.org>
- http://greatergood.berkeley.edu/article/item/research_round_up_school_based_mindfulness_programs
- <https://mindup.org>

Media Coverage of Lawsuit

- 2016 Coverage
- **Communiqué by National Association of School Psychologists, "** [Trauma-Informed Schools: Issues and Possible Benefits From a Recent California Lawsuit,](#) " By Kaitlyn Ahlers, Cameo Stanick & Greg R. Machek, vol. 44, no. 8.
- **Daily Journal, "** [Lawyer seeks to depose his dinner host,](#)" by America Hernandez, May 26.
- **Law 360, "** [LA County Says Atty Tricked Doc Into Testifying In Jail Row,](#)" by Dani Kass, May 17.
- **Los Angeles Times, "** [Judge lets homeless ex-inmates fight for mental health services,](#)" by Gale Holland, May 18.
- **PBS NewsHour, "** [To improve lifelong health, Memphis tries rooting out childhood trauma,](#)" by Sarah Varney, Apr. 20.
- **KPCC 89.3, "** [Lawyers reveal what Compton school trauma reforms may look like,](#)" by Adolfo Guzman-Lopez, Apr. 1.
- **CNN, "** [Lawsuits: Childhood trauma 'disabled' students](#)" by Sam Sidner, Jan. 21.