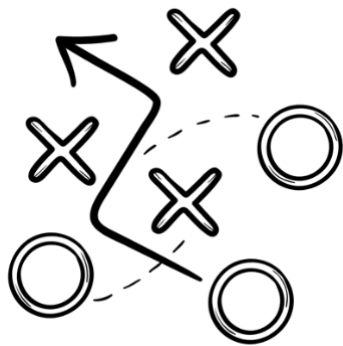


Creating safety through self-care: strategies, skill building, and sharing



Gwendolyn “Gwen” Downing (she/her) LPC,
Version 07.17.24

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Opening

Acknowledging lived experience, with all the differing degrees, as we proceed, we keep that in mind.

Description

As trauma-informed colleagues we know that self-care is foundational in creating physical and psychological safety for ourselves and others. We also know that as individuals we may be experiencing/impacted by: historical trauma, inter-generational trauma, daily life stress, burnout, adversity, moral distress, past or/and current trauma (direct, indirect, acute, chronic, complex, insidious, collective, organizational, community, vicarious, secondary traumatic stress). In this one-hour workshop participants will explore presented strategies and skills for self-care; and if they choose to, share their own.

Trainer and contact

Gwendolyn “Gwen” Downing (she/her) Gwen@connectall.online and www.ConnectAll.online

Information, disclaimers, disclosure

- Handout
- Any sources used are not endorsements of the source.
- As recognized, information is what it is, and may be constantly evolving.
- Provided for informational purposes only.
- I am the originator and director of the Connect All initiative, that has 501c3 fiscal sponsorship through We, the World.

Expectations

A safe, thus brave, community.

- **Trainer:** Trying to model; Self-care; Respect of others, any sharing; Fluid structure; I might, probably will, fail – how do we keep learning and in relationship when I do; Work with you as a community
- **Group:** Self-care; Respect of others, any sharing; Be present and engaged as possible; Learn in what way works for you; Be part of community

Collaboration

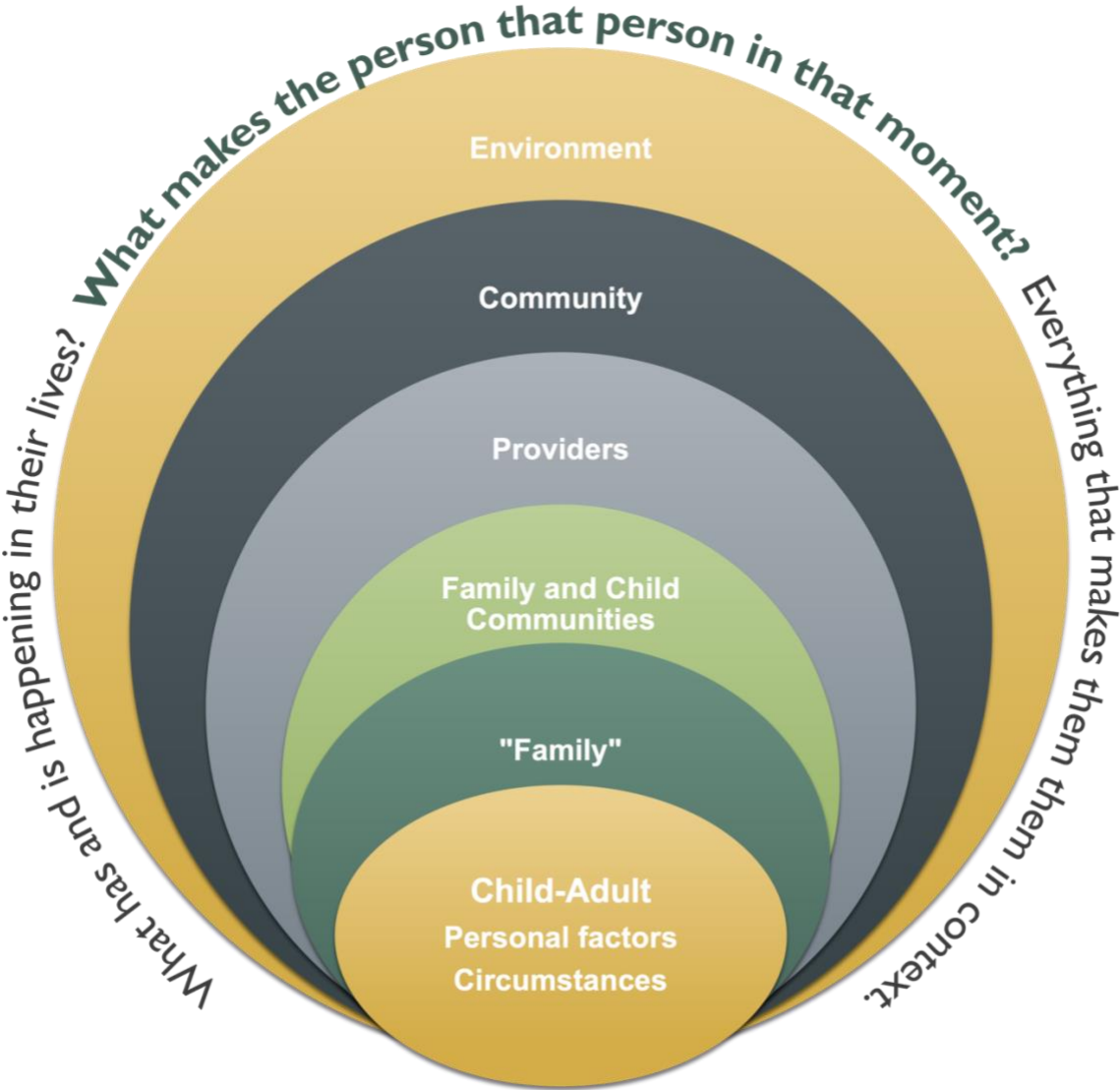
Your knowledge, ideas, and resources.

Two focuses: In general and work specific.

Topics:

- Ecological framework
- ABC framework
- Pull from the 3-step skill set for Awareness practice
- Physical
- Thoughts
- “Team” - support – accountability
- What do I need and how do I get it
- Strategies for moral distress and STS

Ecological framework



ABCs: Awareness, Balance, Connection

Original ABCs - Pearlman and Saakvitne

Awareness-

- Being aware of how I personally function, and then staying attuned to my needs
- Being externally aware

Balance-

- Finding both the internal and external, throughout my day/week/etc., that helps me do/try to do all that is required of me the best I can

Connection-

- Internal connection to my “Why”: who I am and what I want to accomplish
- External connection to others (acknowledging challenges)

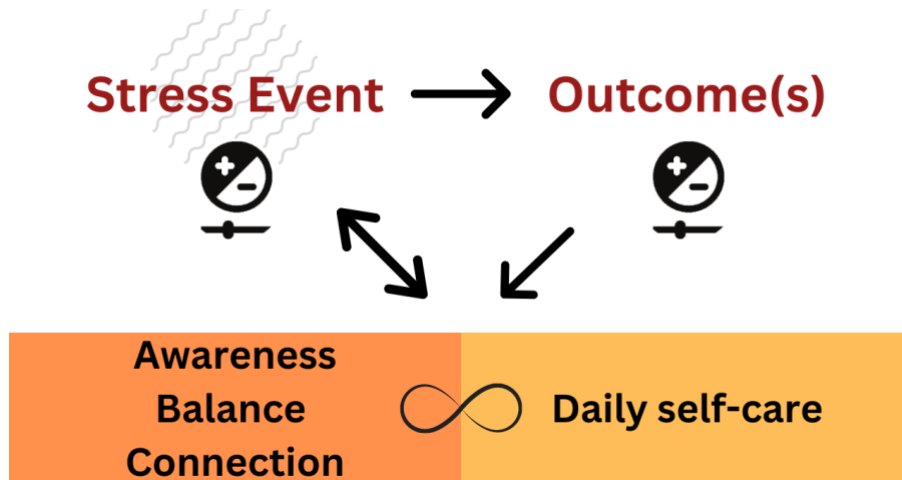
My why

My values

My goals

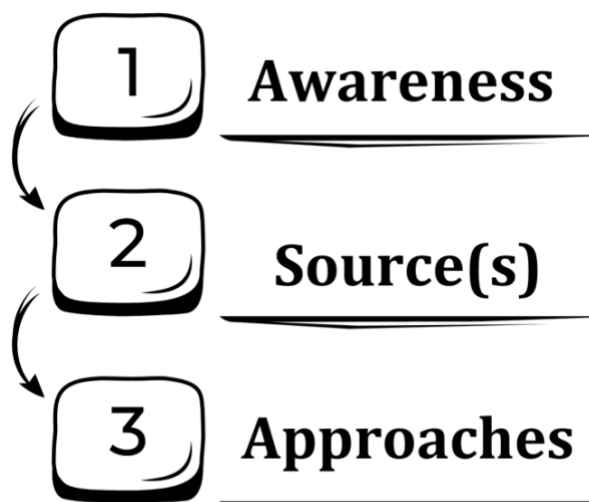
What all are you trying to balance? E.g.: Physical health, mental health, finances, chores, relationships, goals, intellectual; Work – too much to do, policies changing or not changing, financing; Life – kid sick, partner’s hours cut, caregiving for parent

Our ABCs and stress

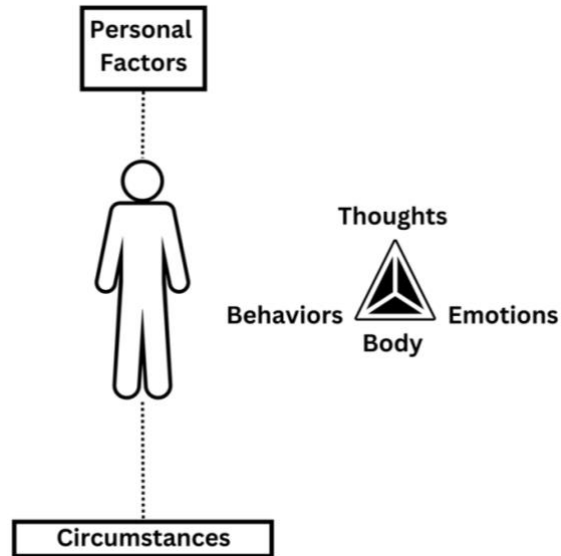


- The ABCs are integral to our daily self-care.
- This foundation can help in times of stress.
- And, when stress occurs, our ABCs can help us as we go through it.
- Then the outcomes of the event can impact our ABCs and daily self-care.

The self-care 3-step skill set



[YouTube video of self-care 3-step skill set](#)



We all have internal and external factors, coming from our personal factors and circumstances, creating responses in our bodies, behaviors, thoughts, and emotions*.

*Regarding emotions: There are situations, such as with alexithymia, where individuals truly aren't going to have/experience/identify emotions the same as others do.

How is our body, behaviors, thoughts, and emotions pyramid interconnected?

We want to know our normal in our bodies, behaviors, thoughts, and emotions; and as part of that, any strengths, needs, or challenges we have in those areas.

3-steps:

1. Have awareness of my body, behaviors, thoughts, and emotions
2. Explore possible sources
3. Explore possible approaches

Awareness of My Body, Behaviors, Thoughts, Emotions

Knowing our normal, we want to stay aware of our body, behaviors, thoughts, and emotions. Why is this important? We want to be and do our best, and to do that we have to be aware.

And one way that might help some, is doing routine awareness check-ins.

Example check-in

This can take seconds or as long as needed. You can do the four areas in any order.

Body: What's happening in my body, from the top of my head to my toes? Am I warm, cold; relaxed, tense; numb, stiff, achy; tired, wired; thirsty, hungry; have a headache; and so on?

Behaviors: What are my behaviors? What are my behaviors communicating to myself or/and others about how I'm doing?

Thoughts: What are my thoughts? Am I present? Am I thinking about something I'm excited about, something that is bothering me? Any change from my normal? Are they accurate? Do they line up with my values? So on.

Emotions: What am I feeling? Calm? Happy? Stressed? Furious? Anxious? Need to escape? "Spaced out"? Disconnected? Withdrawn? Bored? Numb? Confident? Proud? Surprised? Embarrassed? Nervous? Indifferent? Envious? Compassionate? So on.

Explore possible sources

- What is the possible source(s) for what I am aware of in my body, behaviors, thoughts, emotions?
 - Do I need any assistance to identify the source?
- Can I identify the source?
 - Is it one or more?
 - What's my best guess, if I can make one?

Personal factors (Internal) examples

- Personality
- Intelligence
- Physical ability
- Preferences
- My choices
- Medical
- Mental health
- A need, e.g., hungry, tired
- Disability



Circumstances (External) examples

- Groups: e.g., peer, work, school
- Societal: globally, nation, state, town, neighborhood, etc
- Physical environment
- Postive stress
- Negative stress
- Trauma
- Medical treatment

What do I not know? Sometimes we may need to learn more to understand the possible sources, e.g., how trauma might impact the four areas.

Explore possible approaches

Explore possible approaches for what I am aware of in my body, behaviors, thoughts, emotions.

- Is there something I can do/try about the source?
- Is there something I can do/try about the response?
- Is there anything else I can do/try?

In situations the source(s) aren't known, while we are trying to determine that, the three questions are still valid.

Sometimes all we can do is try things.

Questions

What was something significant to you while going through the three steps?

How might doing these on a routine basis be helpful to you?

Any you need to work on/support with? Plan for that?

How does this help us with trauma-informed approach efforts?

Companion to the 3-step skill set is The "ADE" be Aware, Don't assume, Explore sources and approaches. [Handout from a 1hr workshop I did that combines both.](#)

Physical

Examples:

- Movement
 - Making it part of routine – daily/weekly
 - Making it part of the day - every 30 minutes
- Nutrition and hydration
 - Where am I?
 - Within my means
 - Planning for “those days”
- Sleep
- Breathing – posture, stress, pollution, so on
- Annual wellness visit(s); dentist; eye exam; so on
- Ongoing physical health needs
 - This may include what is needed from others

These example stretches were specific for long car rides, also good for other times, like mini breaks: [4 Quick Stretches to Do If You've Been Sitting in the Car for Hours](#)

Multiple tips, tools, and sources for physical activity, including ways to work physical activity into the day whether at your desk or on the road: [CDC - Getting Started with Physical Activity](#)

An area I need to work on/support with:

Plan:

Thoughts

- Check for value alignment
- Check for accuracy
- Replace them
- Let go
- Think about or do something else
- Express them/do something creative
- Make a plan
 - Sometimes we just had a breakthrough idea and need to get it all outlined.
 - We are dwelling on a situation instead of problem solving, so we need to switch gears and need to plan what we are going to do.
- Talk to someone
 - I had that exciting idea.
 - I have something serious going on. A few suggestions for talking to others about anything that involves serious/trauma, from the NCTSN's STS curriculum: Self-Awareness; Private setting; Fair Warning; Consent; I want to be focused on what I'm experiencing not the details of the issues.
 - This can go up with "think about or do something else", that if I need to get out of my head, I can talk to them about something besides what I'm thinking about.

An area I need to work on/support with:

Plan:

“Team” – support – accountability

External connection:

- Acknowledging challenges in external connection
- Identifying your team
- Asking someone to be specific support or/and accountability

Helpful considerations:

- Routine check-in.
- Outside of routine, what are scenarios or/and signs, that you would like them to check in with you?
- *And if applicable*, anything about how they should do that, e.g., the approach, communication style?

Additional considerations:

- Healthy interactions

My team:

Support/accountability person(s):

An area I need to work on/support with:

Plan:

What do I need and how do I get it?

Examples of what I need: material needs, help with chores/errands, service needs, classes

Examples of how to get it:

- Social media groups: Freecycle, Buy Nothing
- Reuse, repair, repurpose ...
 - E.g. Can for candleholder
 - Handout- play/learning ideas in “Using what you have for kids and caregivers”
- Public sites: Libraries; College and community college extensions; City municipality extension classes
- Private companies: classes; grants
- Local groups: Community groups that don’t ask about income; Community groups that do quarterly mutual aid fairs
- Personal community group: caregiver group, social club
- Creating networks: share, swap, collaborate

Things I need

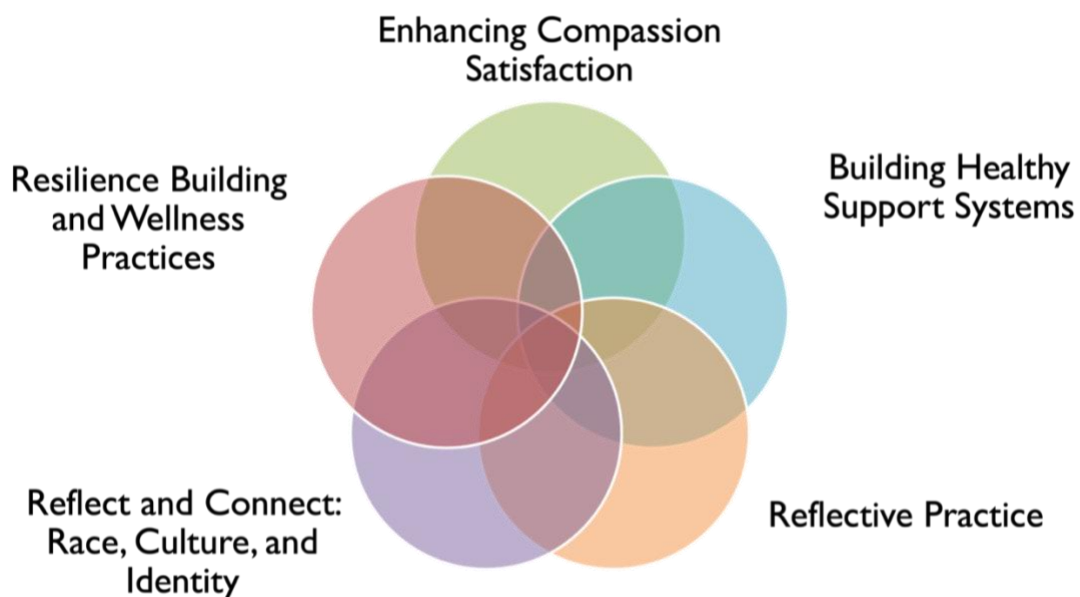
Places I know or can try

Something I know / ideas to share

Moral distress and secondary traumatic stress – strategies

[National Child Traumatic Stress Network’s learning center](#): Cuellar, R., Hendricks, A., Clarke, M., Sprang, G., & the NCTSN Secondary Traumatic Stress Collaborative Group. (2021). [Secondary Traumatic Stress: Understanding the Impact on Professionals in Trauma-Exposed Workplaces](#). Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.

Recommended strategies to mitigate STS



Enhancing compassion satisfaction:

We all have bad days at work, but there are also moments that remind us why we do this work.

- Think about a rewarding moment at your job.
- What are 3 things that you love/enjoy about your job?
- Think about 5 people whose lives you’ve touched.
- Why did you take your current job?
- What are 3 compliments you have received from your co-workers, or 3 things you think you do well?

Building healthy support systems:

- Form or attend a process/consult group.
- Ask to take a walk and/or debrief with a co-worker.
- Leave a note of gratitude for a co-worker.
- Give a compliment or praise for a job well done.
- Share “moments of grace & goosebumps” with your team.
- Eat lunch together, go for a coffee/tea break, or bring snacks to a meeting.
- Tell a joke/funny story or show photos to a co-worker.

Reflective practice:

- What are your most salient signs and symptoms of work distress? When are you most likely to notice these come up, and when could you take stock on a regular basis?
- What client encounters or histories/stories tend to bring up strong emotions and reactions in you? How might this connect to your own history, family norms, or personal vulnerabilities? How might this influence or change your interactions with clients/situations that tend to activate these “hot or soft spots” for you? What has helped you to respond effectively in the past?
- What emotions tend to be most difficult for you to feel during the work day (with clients or co-workers)? How might this relate to the way emotions were handled in your own family of origin (e.g., which emotions were “allowed” or not) or from other key influences?

Reflective practice with co-workers, low-impact debriefing:

- Have conversations in private.
- Engage in Low-Impact Processing with co-workers when you feel stuck or ruminative.
 1. Self-Awareness
 2. Fair Warning
 3. Consent
 4. Limited Disclosure (avoid “**sliming**” your co-workers!)
- Refrain from one-upmanship when describing trauma or workplace stressor stories.

Reflect and Connect: Race, Culture, and Identity

Consider your own identities. How do your identities influence...

- ...the way you see the world?
- ...the way you see your work?
- ...the way you understand the children and families with whom you work?

Check in with yourself...

- When you think about your work and your community, how do you feel?
- How do factors related to your identities contribute to your resilience and/or your experience of STS?
- Do you have someone to talk to about how you are feeling?

Connect with others to build mutual support around how your identities, cultures, race, and history may affect your responses to your work.

- Informal, supportive discussions with peers
- Regular peer processing groups
- Peer support and/or mentorship outside of your organization

Seek out and participate in traditional, cultural, and community healing, ceremonies, and supports.

Be honest and real about current injustices and challenges while also holding space for idealism, hope, and building change for future generations.

Appendix A: Trauma-informed approach

Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.

<https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884>

Substance Abuse and Mental Health Services Administration: Practical Guide for Implementing a Trauma-Informed Approach. SAMHSA Publication No. PEP23-06-05-005. Rockville, MD: National Mental Health and Substance Use Policy Laboratory. Substance Abuse and Mental Health Services Administration, 2023. <https://www.samhsa.gov/resource/ebp/practical-guide-implementing-trauma-informed-approach>

Trauma-Informed: People recognize and respond to the impact of traumatic stress; personally, and on the global level. Everyone can be trauma informed: individuals; community groups; businesses; systems, such as legal, education, medical, public health.

Trauma Treatment: Interventions that focus on addressing symptoms & responses to traumatic experiences.

The 4 assumptions of a trauma-informed approach (4 Rs)

- **Realization:** Understand how trauma can affect individuals, families, groups, organizations, and communities.
- **Recognition:** Recognize signs of trauma through different pathways.
- **Respond:** Apply the principles of a trauma-informed approach to all areas of functioning of an organization.
- **Resisting Re-traumatization:** Acknowledging trauma and its context in all operations to avoid reinforcing or repeating a traumatic experience.

The 6 Guiding principles of a trauma-informed approach



1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment
6. Cultural, Historical, and Gender Issues

- **Physical and psychological safety**
- **For ourselves and others**

Domains for implementation

SAMHSA has 10 domains to consider for implementation. We are going to focus on 3: Environment, Practice, and Policy.

	Physical Safety	Psychological Safety
Environment		
Practice		
Policy		

- Things we are already doing well
- Things we know we could do/try differently
- Things we want to think/talk/ask/learn more about

Appendix B: Terms

Some basic categories and select types of trauma:

Direct trauma: The individual in-person experiences or witnesses. This can also include a person who perpetrates, e.g., when someone is in any situation where they have no or minimal choice.

Indirect trauma: The individual doesn't in-person experience nor witness.

Acute trauma: One time event that happens under a limited amount of time.

Chronic trauma: Repetitive and happens over an extended period.

Complex trauma: Experiencing multiple traumatic events.

Collective, Organizational, and Community: The impact that traumatic events can have on the functioning and culture of a group, organization, or entire community (e.g., the effects of the 1999 Columbine High School shooting, Hurricane Katrina, and the 9/11 terrorist attacks on their respective communities). (VAWNET)

Historical: Cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma experiences. Understanding historical trauma means recognizing that people may carry deep wounds from things that happened to a group with which they identify, even if they did not directly experience the event themselves. Historical trauma follows from events such as the colonization of generations of Indigenous Peoples, the enslavement of Africans and their descendants, and the losses and outrages of the Holocaust. While the term refers to events that occurred in the past, it is important to remember that for many communities the trauma or oppressive conditions associated with the historical trauma have been institutionalized and are ongoing. (VAWNET)

Inter-generational: The effects of harms that have been carried over in some form from one generation to the next. The concept is similar to historical trauma, although it is frequently used to refer to trauma that occurs within families rather than in larger (e.g., racial, ethnic, cultural, or religious) groups. (VAWNET)

Insidious: The daily incidents of marginalization, objectification, dehumanization, intimidation, et cetera that are experienced by members of groups targeted by racism, heterosexism, ageism, ableism, sexism, and other forms of oppression, and groups impacted by poverty. (VAWNET)

Additional:

Burnout (NOT trauma): A type of psychological stress that can present with both physical and psychological symptoms such as exhaustion, depression, frustration, and anxiety; a run-down feeling experienced by victim assistance providers due to their ongoing efforts to meet work-related demands. (OVC, n.d.) This can happen in any role due to the demands of the role.

Moral distress (normally not, but may be trauma): “Stress that occurs when one believes they know the right thing to do, but institutional or other constraints make it difficult to pursue the desired course of action.” (Cuellar, R., Hendricks, A., Clarke, M., Sprang, G., & the NCTSN Secondary Traumatic Stress Collaborative Group, 2021).

Vicarious trauma: Negative psychological, behavioral, and physical consequences suffered by a service provider through exposure to another person’s pain and suffering; the net effect on the service provider of working with victims/survivors of traumatic life events. Vicarious trauma has also been called compassion fatigue, empathic strain, and secondary trauma. (OVC, n.d.)

Secondary Traumatic Stress (STS): The physical and emotional stress of working with traumatized individuals; a psychological phenomenon in which the caregiver experiences many of the common feelings and symptoms associated with victimization. (OVC, n.d.) While vicarious trauma is more cumulative, secondary-traumatic stress can have a more abrupt onset (Ausmed, 2020). Symptoms similar to, and at its most severe meet the criteria for, PTSD, from being indirectly exposed to another person’s direct traumatic experience(s). Can impact children/youth and adults.

Appendix C: Mindfulness-Other

Possible techniques:

NOTE: Not all techniques work for everyone. And if one works one time, it might not work another time; and vice versa, it might not work then work later.

SBNRR Mindfulness Practice - This can be modified to your needs and time available:

Stop: Stop what you are doing, take the pause, give yourself space. If you need to, use verbal or internal mental cues to do this.

Breathe: Everyone is different. For some, it is helpful to pay attention to your breath and take a moment to breathe in whatever way works for you. For others, you might need a different or combined approach, including skipping and going to Notice. For anyone, you might need to try different approaches at different times.

Notice: Notice what is going on in your body, behaviors, thoughts, emotions. You are not judging yourself, just notice what is going on.

Reflect: Where is this coming from? Why am I thinking/feeling this? Why am I doing this? Any other curious questions that help clarify the source. Remember interaction of body, behaviors, thoughts, and emotions.

Respond: What is the best way to respond to this and move forward? Again, use whatever questions might help you.

5-4-3-2-1 practice - In your mind, out loud, or written:

- 5 things I can see
- 4 things I can touch
- 3 things I can hear
- 2 things I can smell
- 1 thing I can taste

Mental – Physical – Soothing Grounding - Healthline: [30 Grounding Techniques to Quiet Distressing Thoughts](https://www.healthline.com/health/grounding-techniques) (<https://www.healthline.com/health/grounding-techniques>)

A few examples:

Mental: List as many things in a category as you can. Alphabetically list a category. Do math/number exercises. Go through anchoring facts.

Physical: Touch something. Breathing exercise. Physical activity. Use your 5 senses.

Soothing: Think of a face/voice/thing/place that soothes you. Talk yourself kindly through it. List positive things.

SOS Technique - Developed by Julian Ford:

- Slow down - Slow down or stop; as needed, connect to body, and let mind clear.
- Orient - Pay attention to where you are, what you are doing, who you are with, what's important.
- Self-check - How stressed or calm you are in the moment *and* how in control or dysregulated you are.

30 second body scan meditation:

[This 30-Second Exercise Can Reduce Your Anxiety Significantly \(It's True – We've Tried!\)](https://youaligned.com/body-scan-meditation/)

(<https://youaligned.com/body-scan-meditation/>)

1. Get comfortable
2. Find your breath
3. Become the observer
4. Notice even more
5. Give yourself permission to relax

Example other approaches:

- **Thoughts:** Check for value alignment. Check for accuracy. Replace them. Let go. Think about or do something else. Make a plan. Talk to someone.
- **Do a blend of mindfulness and physical.** While stretching, walking, so on: What's the closest/farthest sound I hear? What's the closest/farthest thing I see? What's the loudest/quietest sound? How relaxed/tense? So on.
- **Physical and empty mind.** Maybe focus on the movement or your breath as needed.
 - These stretches may be good for times like mini breaks: [4 Quick Stretches to Do If You've Been Sitting in the Car for Hours](https://www.self.com/gallery/sos-stretch-long-car-ride) (<https://www.self.com/gallery/sos-stretch-long-car-ride>)
- **Physical and** sing, talk nonsense, recite a poem, so on.
- **Relax physically and mentally.** Slump, stretch out, curl up, let your mind empty, let your mind wander...
- **Total stillness**

Mindful Breathing Exercise: [Mindful Breathing Exercise - YouTube](#)

Possibly helpful apps:

NOTE: Some things to consider when using mental health/wellness apps/online services.

- How do they protect my privacy? Are there steps I can take to protect my privacy?
- Are they ethical in their practices?
- What is the benefit/cost/risk of using them?

PTSD Coach (<https://mobile.va.gov/app/ptsd-coach>): By the Veterans Administration, is for anyone experiencing Post Traumatic Stress, or wanting to know more to help someone else.

WYSA stress: Depression & anxiety therapy chatbot app (has free option).

Moving forward (<https://www.veterantraining.va.gov/movingforward/>): By the Veterans Administration, is for anyone coping with stressful problems.

Woebot - Your Self-Care Expert (<https://woebothealth.com/>): Helps with an array; everyday stresses and challenges, symptoms of depression and addiction.

Mindfulness: Headspace, Insight Timer, Mindfulness Coach, 10% Happier

Other: Provider Resilience, ACT coach, Virtual Hope Box, Well Body Coach, CALMapp

Adapted SBNRR Mindfulness Practice

This can be modified to your needs and time available.

Stop: Stop what you are doing, take the pause, give yourself space. If you need to, use verbal or internal mental cues to do this.

Breathe: Everyone is different. For some, it is helpful to pay attention to your breath and take a moment to breathe in whatever way works for you. For others, you might need a different or combined approach, including skipping and going to Notice. For anyone, you might need to try different approaches at different times.

Notice: Notice what is going on with your body, behaviors, thoughts, emotions. You are not judging yourself, just notice what is going on.

Awareness of My Body, Behaviors, Thoughts, Emotions

- **Body:** What's happening in my body, from the top of my head to my toes? Am I warm, cold; relaxed, tense; numb, stiff, achy; tired, wired; thirsty, hungry; have a headache; and so on?
- **Behaviors:** What are my behaviors? What are my behaviors communicating to myself or/and others about how I'm doing?
- **Thoughts:** What are my thoughts? Am I present? Thinking about something I'm excited about, something that is bothering me? Any change from my normal? Are they accurate? Line up with my values? So on.
- **Emotions:** What am I feeling? Calm? Happy? Stressed? Furious? Anxious? Need to escape? "Spaced out"? Disconnected? Withdrawn? Bored? Numb? Confident? Proud? Surprised? Embarrassed? Nervous? Indifferent? Envious? Compassionate? So on.

Reflect: Where is this coming from? Why am I thinking/feeling this? Why am I doing this? Any other curious questions that help clarify the source. Remember interaction of body, behaviors, thoughts, and emotions.

Explore possible sources, for what I am aware of in my body, behaviors, thoughts, emotions

Can I identify the source(s)? What's my best guess, if I can make one?

Personal factors (Internal) examples

- Personality
- Intelligence
- Physical ability
- Preferences
- My choices
- Medical
- Mental health
- A need, e.g., hungry, tired
- Disability



Circumstances (External) examples

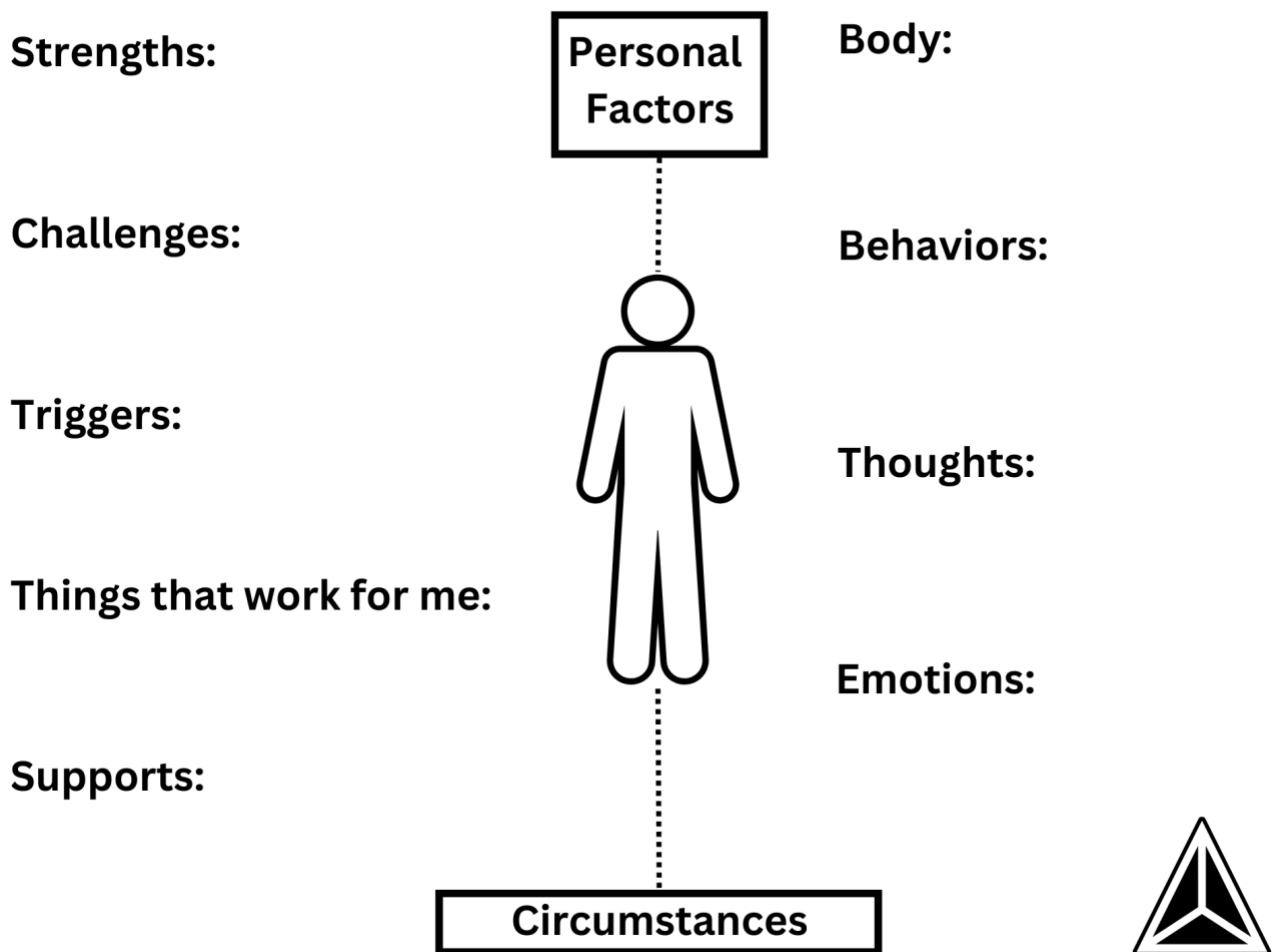
- Groups: e.g., peer, work, school
- Societal: globally, nation, state, town, neighborhood, etc
- Physical environment
- Postive stress
- Negative stress
- Trauma
- Medical treatment

Respond: What is the best way to respond to this and move forward? Again, use whatever questions might help you.

Explore possible approaches for what I am aware of in my body, behaviors, thoughts, emotions

- Is there something I can do/try about the source?
- Is there something I can do/try about the response?
- Is there anything else I can do/try?

Sometimes all we can do is try things.



Appendix D: Additional sources for self-care and secondary traumatic stress

[CalTrin \(California Training Institute\)](https://www.caltrin.org/) (<https://www.caltrin.org/>)

- [CalTrin Self-Paced Courses](#)
 - [Understanding Compassion Fatigue and Secondary Traumatic Stress](#)
 - [Strategies for Addressing Compassion Fatigue and Secondary Traumatic Stress](#)
- [CalTrin Training Archive](#)
 - [Secondary Traumatic Stress and Reflective Practice/Supervision](#)
 - [Trauma, Compassion Fatigue & Secondary Traumatic Stress](#)
 - [Organizational Strategies: Addressing Compassion Fatigue & Secondary Traumatic Stress](#)

[Secondary Traumatic Stress Consortium – free resources](https://www.stsconsortium.com/free-resources) (<https://www.stsconsortium.com/free-resources>)

[Secondary Traumatic Stress: Understanding the Impact on Professionals in Trauma-Exposed Workplaces. National Child Traumatic Stress Network’s learning center](#) (<https://learn.nctsn.org/>)

[Southern Regional Children’s Advocacy Center – Secondary Traumatic Stress Resources](https://www.srcac.org/reflect-refuel-reset/) (<https://www.srcac.org/reflect-refuel-reset/>)

[University of Kentucky Center on Trauma and Children’s Secondary Traumatic Stress Innovations and Solutions Center](https://ctac.uky.edu/projects-and-programs/secondary-traumatic-stress-innovations-and-solutions-center-sts-isc) (<https://ctac.uky.edu/projects-and-programs/secondary-traumatic-stress-innovations-and-solutions-center-sts-isc>)

- [Staying Inside the Window of Tolerance: An Advanced Training on Secondary Traumatic Stress and Resiliency](#)

[Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision - NCTSN](https://www.nctsn.org/resources/using-secondary-traumatic-stress-core-competencies-trauma-informed-supervision) (<https://www.nctsn.org/resources/using-secondary-traumatic-stress-core-competencies-trauma-informed-supervision>)

[Virtual Calming Room - Sacramento City Unified School District](https://calmingroom.scusd.edu/) (<https://calmingroom.scusd.edu/>): Has strategies and tools for students, families, and staff.

Appendix E: Using what you have, for kids and caregivers.

By Gwendolyn Downing, 2020

Hi Everyone. Here is a page I started for families to discover, or be reminded of, ways to learn and have fun with very limited or few resources, "Using what we have". It is just a beginning list, and the goal was to have a place others could contribute their ideas too; but decided to go ahead and share it in case it might help.

Toilet paper and paper towel rolls:

- Make puppets and a world or worlds for them. You can do this without crayons or markers. Just tear and fold. Tie in what you create with learning about a specific topic, or use your imagination and create something new.
- Learning and fun: Can you put a hole in your hand? [YouTube - Science trick 3: Hole in your Hand Experiment](#)

Using tissue boxes, cereal boxes, paper sacks, soap boxes, and mail flyers:

For all of these, you just need a little tearing and a pen or pencil.

- Add to your puppets and their world. How many stories can you come up with? Can you make the world where it changes from one to another? For example: Could it be a store, then turn into a landing strip for a plane?
- Make your own match/memory game. How many types can you come up with? Animals, family or friends, imagination, characters, your town, parts of your culture? What is your idea?
- Make your own puzzle. Just make sure you don't make too many pieces. (And later we can learn how to fold an envelope to put the pieces in, or you can use an envelope from your mail; or you can use an empty can or some other container.)
- Make a costume.
- Make your own checkerboard. You can use rocks, wadded up paper, or whatever you come up with, for the checkers.
- How big can you make recyclable mail? Don't have scissors, still fold and tear. [Climb through a hole in a sheet of paper.](#)

Cardboard boxes:

How many ways can you repurpose?

- Musical chairs. You don't need a radio, someone can hum or sing.
- Make your own story board
- Make your own twister
- Make a puppet stage, car, rocket, frog costume, whatever you can think of.
- Add to the worlds
- What's your idea?

Newspaper or mail or paper sacks:

A lot of ways to learn math and logic.

- Make your own costumes. You can use a dog-ear fold instead of tape to hold pieces together.
- Paper “dolls”. This includes making anything from your imagination. If you don’t have scissors, you can fold and tear.
- Snowflakes or whatever you come up with. Again, if you don’t have scissors, fold and tear.
- Paper folding/origami. There are all kinds of tutorials.
 - Paper planes
 - Sail boats
 - Paper hats
 - Envelopes
 - Paper cup
 - Paper balloon

Backyard:

- Learn different dances.
- Practice self-defense.
- Fun with shadows.
- Create your own obstacle course. Don’t have to buy anything, use whatever you have. And then change the course and the rules as you go.
- There are lots of games to play if there is more than one person: tag, statues.
- Turn the back yard into a logic and experiment space.
- Coding game, no equipment: [If-Then Backyard Coding Game for Kids](#)
- Using a stick and rocks: make a checkerboard, or hopscotch, etc....

Activities:

- Create a scavenger hunt. Get creative with your clues.

Online Resources:**Free online kids’ games for learning, logic, and critical thinking:****Free Apps for learning, coping, so on:**

Sesame Street little children, big challenges