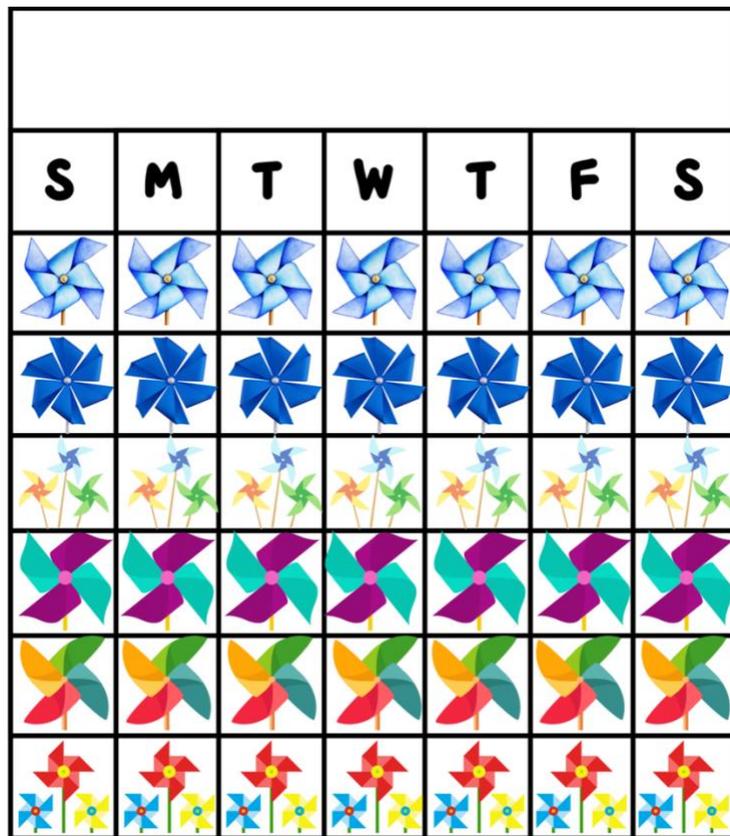# Incorporating CAN prevention into our work

~ Mental health field ~

Gwendolyn "Gwen" Downing, LPC
Version: March 2025

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Opening

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

Presenter and contact:

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Background, purpose, and descriptions:

Background: The original deck and associated handout were developed to support myself and colleagues working in and with the mental health field, in having a collegial discussion and time of personal processing/planning.

Purpose of video and handout is two-fold:

1. For your personal use
2. For collegial discussion

Descriptions:

- **Personal use:** We know how critical child abuse and neglect (CAN) prevention is. During this video I present ideas to create/improve plans to incorporate prevention into your work. I review areas of prevention and prompt you to think about the role of MH in each area; go over a 6-column planning matrix (aspects of role(s), prevention tier, prevention level, focus, approach options, and planning); and present some ideas.

- **Collegial discussion usage:** We know how critical child abuse and neglect (CAN) prevention is. During our meeting we will use a video to help us explore and workshop ideas to create/improve plans to incorporate prevention into our work. The video reviews areas of prevention and prompts to think about the role of MH in each area; goes over a 6-column planning matrix (aspects of role(s), prevention tier, prevention level, focus, approach options, and planning); and presents some ideas. A handout is provided.

- **Note for usage:** In the original deck, there were additional slides, such as a self-care and community activity, for which I've left related information to in this version of the handout; and you might consider adding in pieces like that.

Overview:

- Review areas of prevention and prompt you to think about the role of MH in each area
- Example 6 column planning matrix: aspects of role(s), prevention tier, prevention level, focus, options, planning
- Random ideas – 2 slides

Disclaimers:

- This video and any associated handouts/materials are provided for informational purposes only.
- Inclusion does not indicate endorsement of any information, nor any sources.
    - As recognized information is what it is, and may be constantly evolving.

Norms and Expectations:

Safe, and thus brave, space

- **Facilitator:** Trying to model; Self-care; Respect of others - any sharing; Fluid structure; I might, probably will, fail – how we keep working 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; Participate in what way works for you; Be part of community

Self-Care:

- Some of the material we cover may create responses in our bodies, behaviors, thoughts, and emotions.

- Regardless of the material, we all have internal and external factors, creating responses in our bodies, behaviors, thoughts, and emotions*. *There are situations, such as with alexithymia, where individuals truly aren't going to have, experience, identify emotions the same as others do.

- Appendix B and "Apps and approaches" section

- [Help lines/links, apps, approaches PDF 10.26.24 – Connect All](#)

- Mindful moments: 30 seconds. Whatever works for you. May help with retention/processing of information and self-care.

Self-care and community moment:

A rewarding moment in your work.

Something you enjoy about your work.

Prevention

Primordial	Primary	Secondary	Tertiary Restorative Justice	Quaternary
Who: Entire population/society	**Who:** Entire community regardless of risk	**Who:** Families/ individuals with one or more risk factors	**Who:** Families/ individuals with strong indicators; or CAN/ maltreatment has already occurred	**Who:** Providers
Goal: Prevent development of risk factors	**Goal:** Reduce vulnerabilities and exposure; increase protection and buffering	**Goal:** Prevention, and early level detection and intervention	**Goal:** Prevention of recurrence. Opportunities for restorative justice.	**Goal:** Prevention of injury by the provider or system
Individual: Safe stable and nurturing relationships				
Community: Supportive communities and environments				
Societal: Societal commitments and investments				

Example planning matrix

Aspect of role(s)	Prevention tier	Prevention level	Focus	Options	Plan
▪ Direct services – office or virtual ▪ Trainings or presentations ▪ Groups/meetings ▪ Personal/professional growth ▪ Materials ▪ _____	▪ Primordial ▪ Primary ▪ Secondary ▪ Tertiary (& restorative justice) ▪ Quaternary	▪ Individual ▪ Community ▪ Society	▪ Awareness ▪ Advocacy ▪ Action	▪ New ▪ Differently ▪ More ▪ Trying again ▪ ___	▪ List things you will do/try; what you might need to do it; when you'll do it – maybe set calendar goals, e.g., monthly, quarterly; how you'll know if it works; PDSAs. ▪ List things you want to learn more about; where/who you can access to learn more about them; and when you'll do it.

Ideas

No hit-zone

- Become a "No-hit zone"

Virtual:

- On your background, have a small pinwheel or no-hit zone

Materials:

- Order/print CAN prevention handouts

- Put up posters with CAN prevention options

- Have a resource section in your non-prevention training materials

- Rotate specifics, e.g., keeping children safe online; teen dating violence

- In resource or referral lists include something

CAN prevention training

- Take a CAN prevention training

- Post or share free training opportunities – or get sponsorship for clients to attend cost ones

- Prevention focused podcasts (e.g., National Center for Community-Based Child Abuse Prevention (CBCAP) has one; ENDCAN lists two)

Follow/join

- Follow on social media (e.g., your state CAN prevention office; Prevent Child Abuse America)

- Sign up for listservs (e.g., https://abuseresearch.info/research.html)

- Join a group, local or national (e.g., APSAC – American Professional Society on the Abuse of Children)

Advocacy

- Set a time to do some kind of advocacy
  - If you normally advocate at the national, state, or local level pick another area to support, or add one extra advocacy effort.
- Advocate for access to mental health and substance use services (prior to CAN) to help reduce risk factors for CAN.

With groups/meetings:

- Share a handout/resource/opportunity, even if it's just at the end (e.g., quick drop in chat, something that can be picked up on the way out the door).

Clinical areas to consider

- Trauma-informed approach
- Intakes
- Screening and assessments
- Diagnosing
- Treatment
- Documentation

Appendix A: Sources for prevention

Free handouts:

NCAC's CALIO Child Abuse Library Online https://www.calio.org/ Has different fact sheets you would need to print

NCTSN https://www.nctsn.org/ Has different fact sheets you would need to print

Preventing Child Abuse and Neglect https://www.childwelfare.gov/resources/preventing-child-abuse-and-neglect/ Despite the statistics, child abuse and neglect are preventable. State and local governments, community organizations, and private citizens take action every day to protect children. You can help, too. This factsheet provides information on how communities, community leaders, and individual citizens can strengthen families, protect children, and prevent child abuse and neglect. This publication is also available in Spanish. - Can print yourself or order at no-cost.

Recognizing Child Abuse and Neglect: Signs and Symptoms: https://cwig-prod-prod-drupal-s3fs-us-east-1.s3.amazonaws.com/public/documents/signs.pdf - You would need to print these

What Is Child Abuse and Neglect? Recognizing the Signs and Symptoms https://www.childwelfare.gov/resources/what-child-abuse-and-neglect-recognizing-signs-and-symptoms/ This factsheet outlines the legal definition of child abuse and neglect; the different types of abuse and neglect; and the signs and symptoms of abuse and neglect, including human trafficking. It also includes information on how to effectively identify and report maltreatment and refer children who have been maltreated as well as additional resources. This publication is also available in Spanish. - Can print yourself or order at no-cost.

Sites:

American Professional Society on the Abuse of Children (APSAC): https://apsac.org/

Baker Center   https://www.bakercenter.org/cap2

CDC: A Public Health Approach to Child Abuse and Neglect https://www.cdc.gov/child-abuse-neglect/php/public-health-strategy/index.html

Child Welfare Information Gateway – Prevention
https://www.childwelfare.gov/topics/prevention/?top=44

Darkness to Light - to prevent child sexual abuse. https://www.d2l.org/

DOJ: Keeping Children Safe Online https://www.justice.gov/criminal/criminal-ceos/keeping-children-safe-online

Enough abuse - to prevent child sexual abuse https://enoughabuse.org/

INSPIRE: Seven strategies for Ending Violence Against Children https://inspire-strategies.org/inspire-seven-strategies-ending-violence-against-children
- WHO Inspire technical package https://www.who.int/teams/social-determinants-of-health/violence-prevention/inspire-technical-package

International Society for the Prevention of Child Abuse & Neglect https://ispcan.org/

National Center for Missing and Exploited Children https://www.missingkids.org/home

National Children's Advocacy Center https://www.nationalcac.org/
- NCAC's CALIO Child Abuse Library Online https://www.calio.org/

National Coalition to Prevent Child Sexual Abuse and Exploitation https://preventtogether.org/

National Indian Child Welfare Association (NICWA) https://www.nicwa.org/

No-hit zone https://nohitzone.com/

Prevent Child Abuse America https://preventchildabuse.org/

Stop it now! - - to prevent child sexual abuse https://www.stopitnow.org/

Trainings and more:

 ACT: A parenting program by the American Psychological Association"
https://www.apa.org/act The program teaches positive parenting skills to parents and
caregivers of children from birth to age 10.

Baker Center's Children's Mental Health Seminar Series, Child Abuse and Neglect Prevention
featuring Sarah Gurney, LICSW, April 25, 2024 https://www.bakercenter.org/events/child-
abuse-neglect-prevention 1hr recorded webinar available on YouTube
https://www.youtube.com/watch?v=Dzu27hYcRN8&t=2158s

CDC
- Connecting the Dots: A free, online training that helps users explore shared risk and
  protective factors across multiple forms of violence
- Making the Case: Engaging Businesses: A free online resource that explains how
  communities can work with the business sector to assure safe, stable, nurturing
  relationships, and environments for all children and families.
- Preventing Adverse Childhood Experiences Trainings: These online trainings are
  designed to help users understand, recognize, and prevent ACEs from occurring in the

first place. There is an introductory Training Module as well as modules with information for professionals working directly with and on behalf of kids and families.

- [Principles of Prevention](): Online training on how to apply key concepts of primary prevention, the public health approach, and the social-ecological model for violence prevention work.

FRIENDS National Resource Center https://friendsnrc.org/ a federally mandated Training and Technical Assistance Provider for agencies working to prevent child abuse

Georgia State University: SafeCare Model https://safecare.publichealth.gsu.edu/safecare-curriculum/ The program focuses on creating positive relationships between caregivers and their children, ensuring homes are safe to reduce the risk of child unintentional injury, and keeping children as healthy as possible

National Maternal Mental Health Hotline: provides free, confidential, 24/7 emotional support, resources, and referrals to pregnant and postpartum individuals facing mental health challenges and their loved ones. Counselors offer support by phone and text in English and Spanish. Interpreter services are available in 60 additional languages. For help when it's needed, call or text 1-833-9-HELP4MOMS (1-833-943-5746). TTY users can use a preferred relay service or dial 711 and then 1-833-943-5746 https://mchb.hrsa.gov/programs-impact/national-maternal-mental-health-hotline

Positive Childhood Alliance North Carolina - free online trainings
https://preventchildabusenc.org/online-trainings/

The UP Institute – upstream child abuse solutions https://theupinstitute.com/

Virtual lab school: Recognizing the Warning Signs of Child Abuse and Neglect:
https://www.virtuallabschool.org/school-age/child-abuse-identification-and-reporting/lesson-2

CDC: Preventing Child Abuse and Neglect; May 16, 2024

Key points

- Offering children safe, stable, nurturing relationships and environments prevents child abuse and neglect.
- Training and treatment for children and families can reduce short- and long-term effects of child abuse and neglect.
- Everyone has a role to play in preventing child abuse and neglect.

Overview

Creating safe, stable, nurturing relationships and environments is essential for helping children and families thrive. These relationships and environments also help protect children against or lessen the negative effects of violence.

Safety, stability, and nurturing are defined as follows:

- Safety: extent to which a child is free from fear and secure from physical or psychological harm within their social and physical environment.
- Stability: degree of predictability and consistency in a child's social, emotional, and physical environment.
- Nurturing: extent to which a child's physical, emotional, and developmental needs are sensitively and consistently met.

Everyone has a role to play in preventing child abuse and neglect and helping all children reach their full potential.

<div align="center">Prevention</div>

Parents and Caregivers

Young children experience the world through their relationships with parents and other caregivers. The quality of these relationships and the environment in which they develop, play a significant role in a child's development. Parents and caregivers can:

- Set aside time each day to talk or play with your child.

- Establish routines. Children feel secure when the environment is structured for them.

- Validate your child's feelings and offer physical and emotional support.

- Know who is supervising your child when they're outside your home.

- Teach your child how to stay safe when they're online or on digital devices.

- Seek parenting skill training programs to help build stronger relationships with your children.

Raising children can be challenging—ask for help when needed. Reach out to babysitters, family members, or close friends. Discuss your concerns with your child's doctor. Also consider finding out if your community offers support groups or programs for parents and caregivers.

Everyone

Ensuring the well-being of children is a shared responsibility. Friends, family, and other trusted adults can help by developing nurturing, supportive relationships with the children in their lives. Volunteering as a mentor at an afterschool program or offering to babysit are other ways to help.

Neighborhood associations can connect families to resources and other neighborhood adults to help with household tasks or with childcare.

Employers can adopt or support workplace policies that help families, such as livable wages, paid leave, and flexible and consistent schedules.

Everyone can recognize the challenges that families face and offer support and encouragement to reduce stress. Help encourage parents and caregivers to ask for help when they need it. Everyone can also support efforts to:

- Adopt policies in support of families (such as family-friendly work policies).

- Increase access to high-quality childcare and education.

- Create safe places or neighborhood activities where children are supervised, and families can gather.
- Provide access to free or low-cost evidence-based parent training.
- Discourage violence and help ensure the safety of all members of a community.

Public health practitioners, partners, and other professionals also play a vital role in preventing child abuse and neglect

Treatment

Training and treatment for children and families can reduce the short- and long-term effects of child abuse and neglect exposure. These effects can include physical, emotional, behavioral, and mental health issues. It can also improve parent-child interactions, parenting behaviors, and family functioning. Treatment for children and families can also help prevent later involvement in violence.

CDC: A Public Health Approach to Child Abuse and Neglect; May 16, 2024

At a glance

CDC's goal is to stop child abuse and neglect from happening in the first place.

To prevent child abuse and neglect, key sectors of society including public health, government, education, and social services can come together to focus on comprehensive strategies and approaches

Overview

Comprehensive violence prevention means addressing risk and protective factors and how these factors affect people, communities, and society. Effective prevention strategies include modifying policies, practices, and behaviors. Children and families benefit from having safe, stable, nurturing relationships and environments.

Prevention strategies

- **Strengthen economic supports to families:** Policies that strengthen families' financial stability can reduce child abuse and neglect. These policies help parents' meet children's basic needs (food, shelter, medical care), provide developmentally appropriate childcare, and improve parental mental health. Example approaches include:
    - Strengthen household financial security through child support payments, tax credits, and subsidized childcare.
    - Family friendly work policies, such as livable wages, paid leave, and flexible, consistent schedules, improve the balance between work and family.
- **Change social norms to support positive parenting:** Social norms are group-level beliefs about how members of a group should behave. Changing how we think and talk about child abuse and neglect, and why it happens, informs policy choice and change. Example approaches include:
    - Public engagement and education campaigns use various communication strategies, communication channels, and community-based efforts to reframe

how people think and talk about child abuse and neglect and who is responsible for preventing it.

- o Legislative approaches to reduce corporal punishment can help establish safer, more effective discipline strategies and reduce the harms of physical punishment.

- **Provide quality care and education early in life:** Access to quality childcare and early childhood education can reduce parental stress and maternal depression, enhance parenting skills, increase family involvement in children's education, help parents connect with other parents, and improve children's social, emotional, and behavioral development. Example approaches include:
  - o Preschool enrichment with family engagement programs provides high-quality early education and care to economically disadvantaged children, which helps with learning and development.
  - o Improved childcare quality through licensing and accreditation ensures children's daily experiences are positive and supportive

- **Enhance parenting skills to promote healthy child development:** Parents who lack some parenting skills or have health or financial issues have more difficulty providing what children need in their relationships and environments. Parent or family training programs that help influence children's behavior through positive reinforcement can help families raise their children and prevent physical abuse and neglect. Example approaches include:
  - o Early childhood home visitation programs provide information, caregiver support, and training about child health, development, and care to families in their homes.
  - o Parenting skill and family relationship programs support parents and caregivers and teach behavior management and positive parenting skills.

- **Intervene to lessen harms and prevent future risk:** In situations where abuse has already happened, child and family treatment may help reduce the health consequences of child abuse and neglect, prevent abuse recurrence, decrease risk for other violence types, and

decrease the likelihood that individuals will abuse their own children. Example approaches include:

- o Enhanced primary care can help identify and address family problems that may be risk factors for child abuse and neglect.
- o Behavioral parent training programs may reduce child abuse and neglect recurrence, while teaching parents specific skills to build safe relationships with their children.
- o Therapeutic child and family treatment may lessen the harms of abuse and neglect exposure.
- o Treatment for children and families can prevent problem behavior and later involvement in violence

Implementation guidance –

CDC's Violence Prevention in Practice tool focuses on taking action to implement the strategies in the Prevention Resources for Action guides. The tool is designed to support state and local health agencies and other stakeholders who have a role in planning, implementing, and evaluating violence prevention efforts.

 (GD NOTE: The resource referenced in the above paragraph was not available at the time of compiling this packet. The links I tried went to a blank page with the heading "CDC's VetoViolence is being modified to comply with President Trump's Executive Orders.")

Appendix B: Sources for self-care and secondary traumatic stress

CalTrin (California Training Institute) (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)

Secondary Traumatic Stress: Understanding the impact on professionals in trauma exposed workplaces - NCTSN Learning Center (https://learn.nctsn.org/)

Southern Regional Children's Advocacy Center – Secondary Traumatic Stress Resources
(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)

- 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)

Virtual Calming Room - Sacramento City Unified School District

(https://calmingroom.scusd.edu/): Has strategies and tools for students, families, and staff.

NOTE: Some things to consider when using hotlines or 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?

Example of "Recommended strategies to mitigate STS" from NCTSN

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.
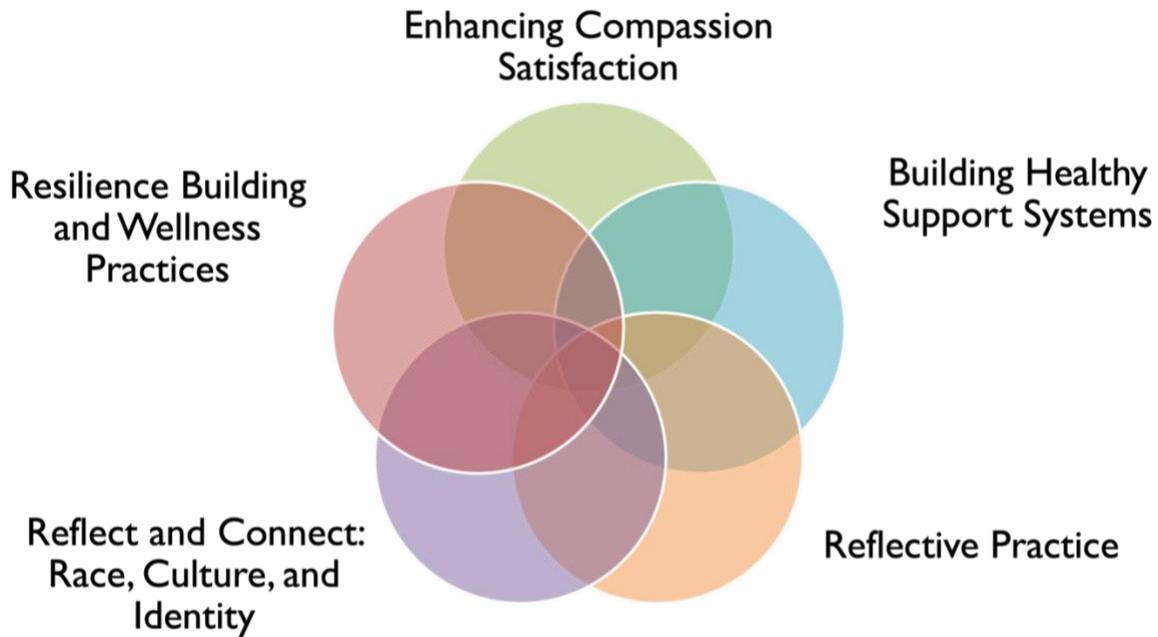
Enhancing compassion satisfaction:

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.

Apps and approaches

Apps:

NOTE: Some things to consider when using hotlines or 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: ACT coach, Virtual Hope Box, CALMapp

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.

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

A few examples:

Mental: Pick a category (e.g., state capitals, teams, movies, bodies of water) and list as many as you can; or list them alphabetically or by some system (e.g., largest to smallest, oldest to newest). Do math exercises. Go through anchoring facts (e.g., my name is, today is).

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

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

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

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.

Breathing techniques: There are so many options, here's two examples.

- *Box breathing:* Exhale to a count of four. Hold your lungs empty for a four-count. Inhale to a count of four. Hold the air in your lungs for a count of four. Exhale and begin the pattern anew.
- *Mindful breathing*: Example, breathe in and out to a phrase, e.g. "I breathe in calm, I breathe out tension."; "Breathing in, I know I am breathing in. Breathing out, I know I am breathing out". Video**:** Mindful Breathing Exercise from Every Mind Matters – YouTube

Example other approaches:

- **Thoughts:** Check for value alignment. Check for accuracy. Replace them. Let go. Think about or do something else. Express them (e.g., journal). Do something creative/meaningful. 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.
- **Relax physically and mentally**. Slump, stretch out, curl up, let your mind empty, let your mind wander…
- **Do something physical with an empty mind**. As needed, maybe focus on the movement or your breath.
    - 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)
- **Do something physical while doing something verbally fun/silly/expressive**. E.g., Sing, talk nonsense, recite poetry, make weird sounds, do vocal exercises, mash up stories.

30 second body scan meditation:

<u>This 30-Second Exercise Can Reduce Your Anxiety Significantly (It's True – We've Tried!)</u>

(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

SC-ADE (adapted SBNRR mindfulness practice with the ADE by Gwendolyn Downing):

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 external or internal cues to do this.

Center: Everyone is different. For some, you might skip this and go to "be Aware". 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 (like grounding) or combined approach. For anyone, you might need to try different approaches at different times.
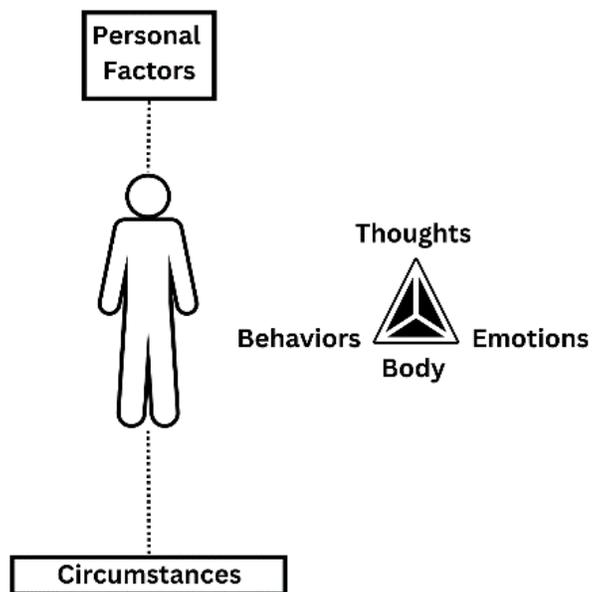
be Aware of my body, behaviors, thoughts, emotions: Notice what is going on with your body, behaviors, thoughts, emotions. You are not judging yourself, just notice what is going on.

- **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.

Do mindset self-check: Am I being unbiased, strength-based, empowering, trauma-informed, so on?

Explore possible sources, for what I am aware of in my body, behaviors, thoughts, emotions: Remember individuals in ecological systems; and interaction of body, behaviors, thoughts, and emotions. What is the possible source(s) for what I am aware of? 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? What do I not know? So on. // Queries such as when, where, with who, circumstance(s), how often, when does it not happen.

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 trying to determine that, the three questions are still valid. Depending, e.g., prompts: "What's helped you with something else in the past?" "What are some of your strengths or things you enjoy doing; can that help you with this?"

Things that work for me: