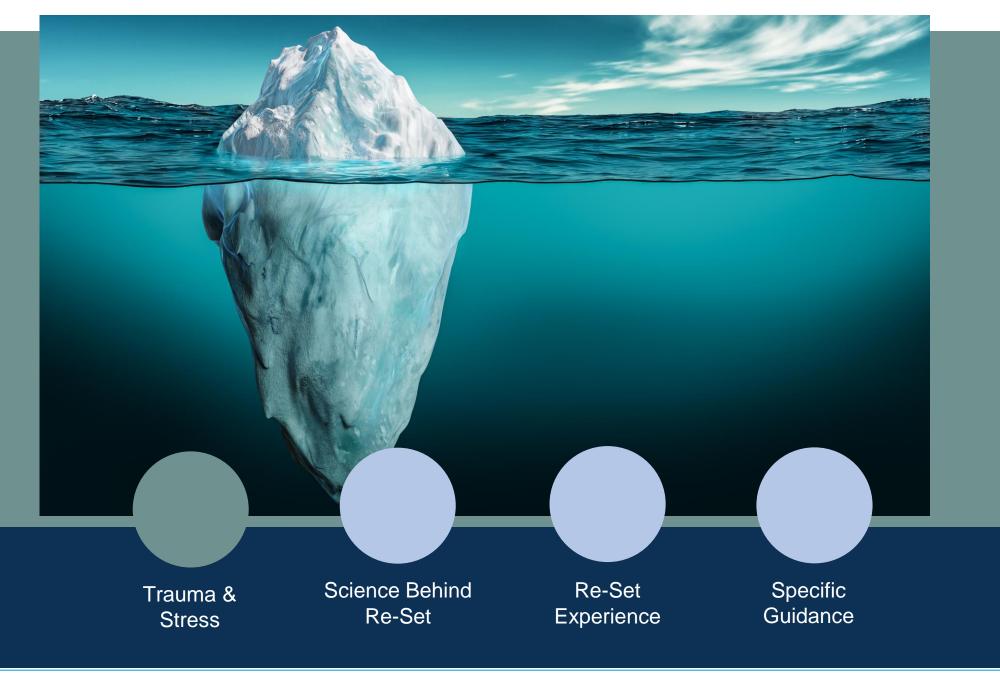
The Individual Re-Set Process™

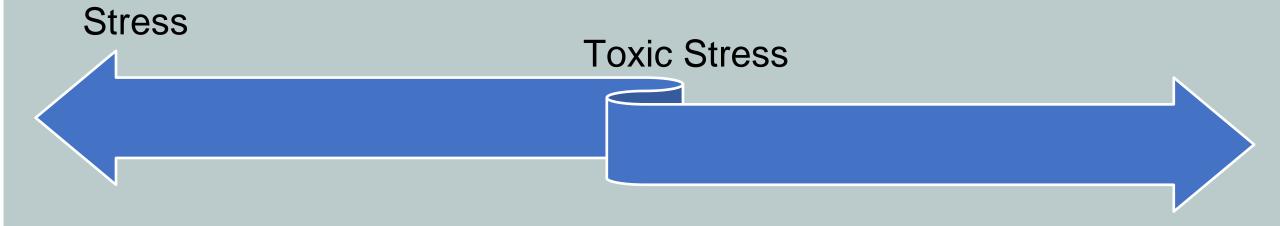
Meeting Children/Young People Where They Are

Southern Nevada Summit on Children's Mental Health
Virtual Conference
May 3, 2021

Session Developed and facilitated by Dyane Lewis Carrere, M.Ed.



Stress-Trauma Continuum



Pervasive Trauma

Trauma

Trauma is the result of acute and/or chronic stressors without sufficient mitigating factors in place.

Event

single experience

Pervasive

high frequency assault on sense of emotional and/or physical safety

Under Stress...

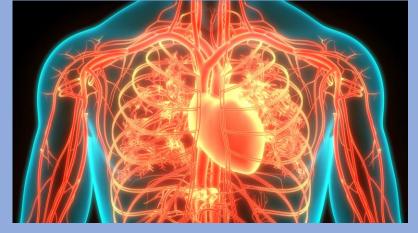
1.



2.



3.



Some Other
Ways Trauma
(Chronic Stress)
Impacts
Physiology

Hippocampus

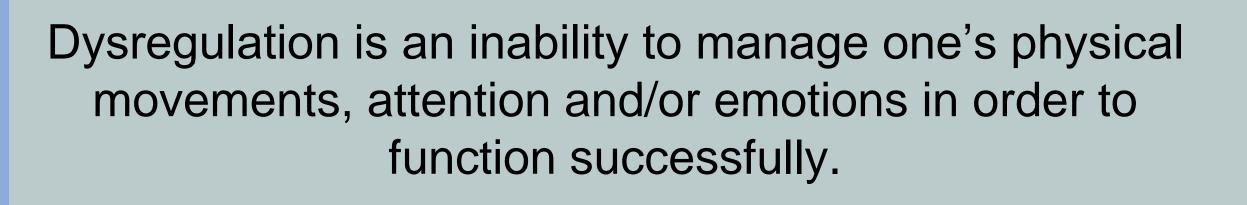
Prefrontal Cortex

Dorsolateral Prefrontal Cortex

Posterior Cingulate

Vasopressin & Oxytocin

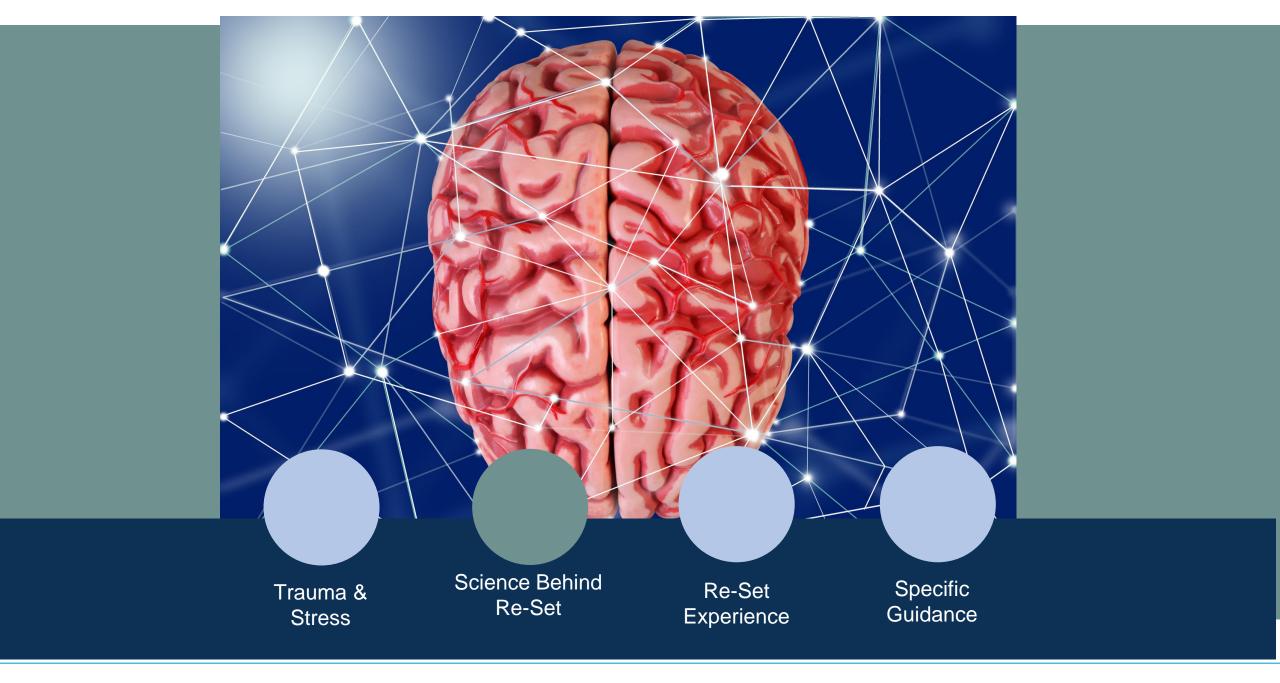
Neurological System Organization



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Childhood trauma is often compounded/intertwined with attachment issues.

Dr. Bessel van der Kolk, Professor of Psychiatry Boston University of Psychiatry Medical Direct of the Trauma Center in Boston



The Re-Set Process is:

based upon current neuroscience

both effective and efficient

a framework with flexibility

universally applicable

The Science Behind Re-Set







The Science Behind Re-Set





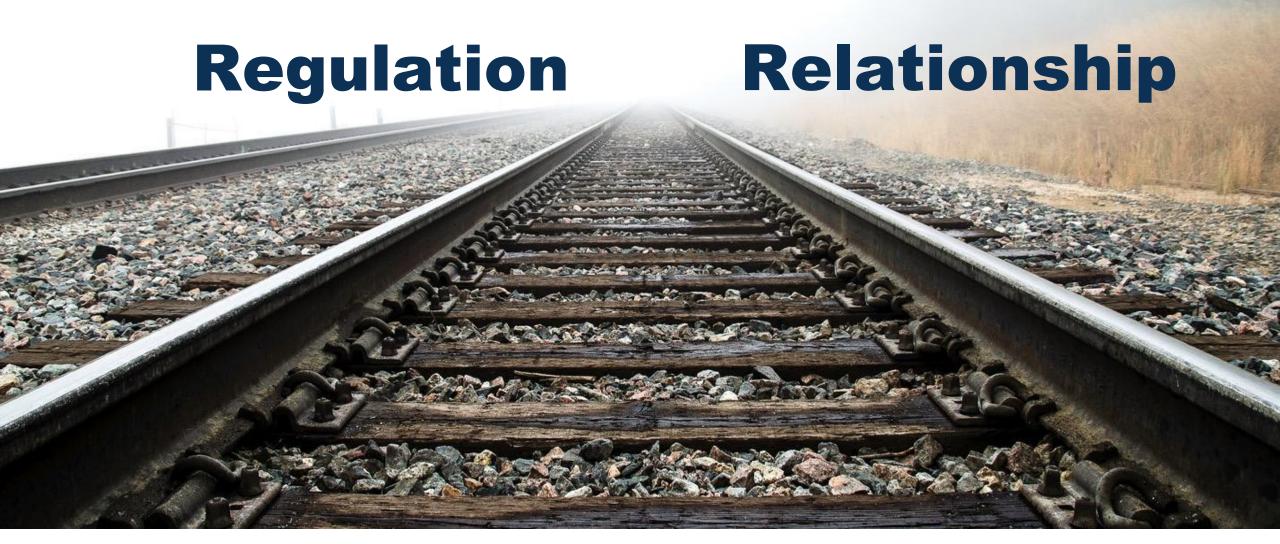


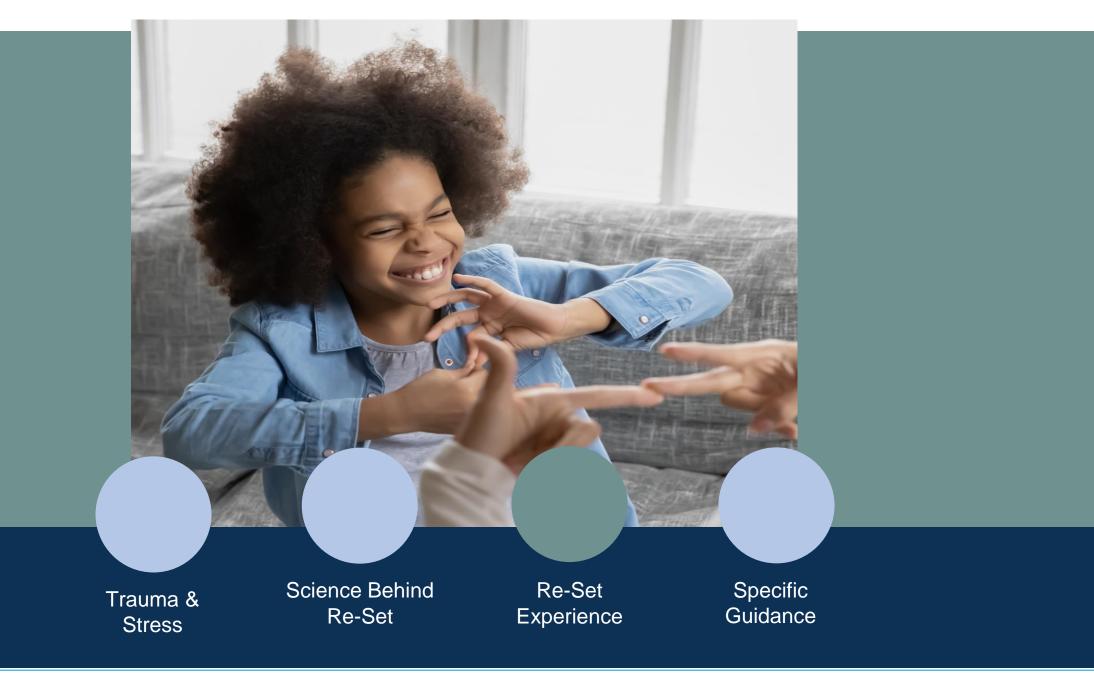






Guiding Principle: Two Rails





Re-Set has many forms...

proactive & reactive Individual & group adult guided & child guided (using materials)

Our focus today – proactive or reactive, individual, adult-guided



Step 1 Move Your Body

Gross Motor
Patterned
Deep Pressure

The purpose:

to burn off stress chemicals in an efficient manner

to introduce calming chemicals

To allow child to tune into adult

Toward those goals:
warm and structured short directives
synchronous movement
"do-able" movements



Activities such as:

- ✓ big steps/lunges
- ✓ marching in place
- ✓ stretch band stretches
- ✓ toe rises
- ✓ toe touches
- √ imaginary weightlifting
- ✓ actual weightlifting
- ✓ TikTok dance with predictable, controlled movement
- √ arm circles
- √ wall push-ups
- √ going for a walk

Step 2Modulate Down

Controlled Gross
Motor
Fine Motor
Senses
Breath

The purpose:

to continue to burn off stress chemicals in an efficient manner

to introduce portable tools for calming
To practice modulation
To tune into body signals

Toward those goals:

warm and structured short directives – modulating voice

to model thinking about calming tools



Activities such as:

- ✓ smaller, slower arm circles
- ✓ arm stretch
- ✓ progressive muscle tense and release
- ✓ shoulder shrugs
- √ finger touches
- ✓ level focus
- ✓ roll a pencil in your hand
- ✓ use a fiddle object
- ✓ chime listening
- ✓ near and far sounds
- ✓ elevator breath

Step 3Activate Thinking

Simple Cognitive Tasks

The purpose:

to gently re-engage the cognitive brain to activate language centers to move into shared experience

Toward those goals: simple thinking tasks serve and return opportunities pass and repeat options



Activities such as:

- ✓ category listing
- ✓ focus and share
- ✓ skip counting
- ✓ antonyms
- √ synonyms
- ✓ call and response chants/poems
- ✓ in this picture, spy...
- ✓ in this picture, identify...
- ✓ days of week backwards
- ✓ months backwards

Step 4Make a Plan

Preparing for Next Activity

The purpose:

to engage those activated cognitive portions of the brain in thinking forward

Toward those goals:

do the first steps of the next activity

use the power of ritual

engage language or body movement that is moving child toward next activity



Activities such as:

- ✓ share first step/"go action"
- ✓ take out necessary material
- do a drawing together that represents work you are doing together
- ✓ make a to-do list
- ✓ answer a simple "content" question
- √ look at calendar
- ✓ post a reminder note in phone

For Tuned-out Children...

Flip Steps 1 and 2 so you meet them where they are.

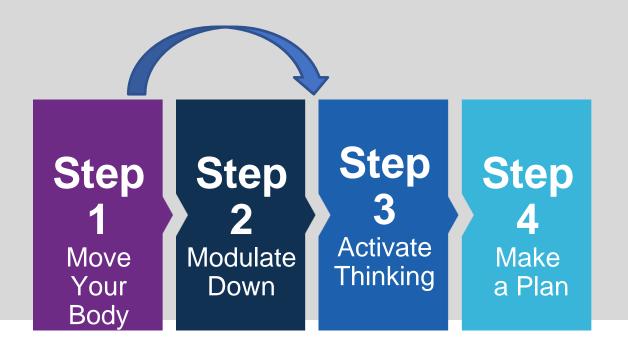
2-1-3-4

Breath/senses/fine motor

Gross motor

Activate thinking

Make a plan

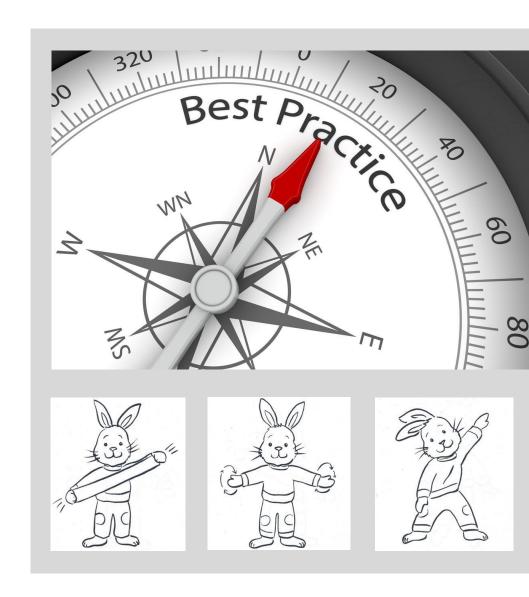


Re-Set Language Across the Age Spectrum

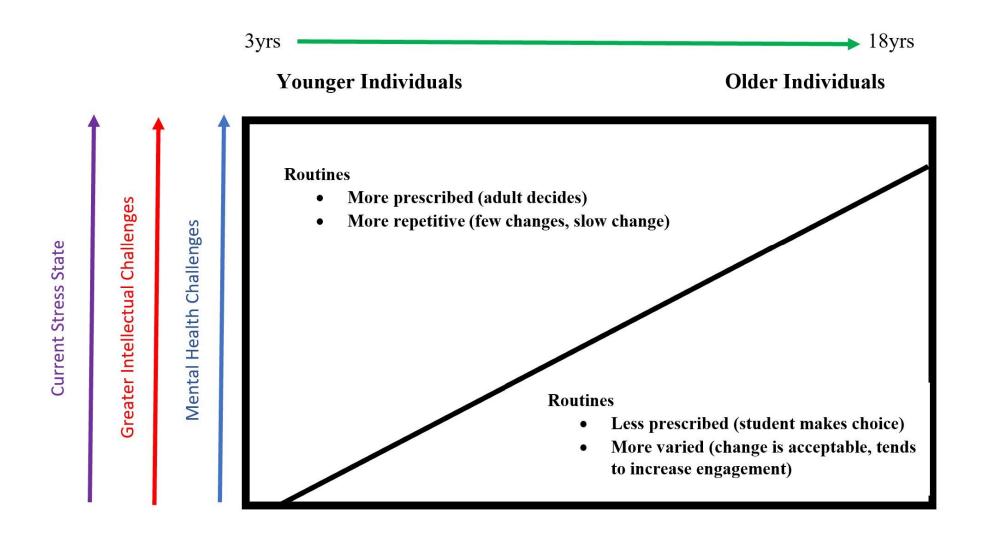
Audience	Step 1 Gross Motor	Step 2 Refined Gross Motor Fine Motor Senses Breath	Step 3 Simple Cognitive Tasks	Step 4 Connect with next activity
Preschool Primary	Move	Focus	Think	Get Ready!
K-Adult	Move Your Body	Modulate Down	Activate Thinking	Make a Plan
Adult Only	Oscillate	Modulate	Activate	Prepare

Individual Re-Set Best Practices

- Plan for entire process to take 5-10 minutes
- Think patterned not random movements
- Be sure that skills are at mastery level of child
- Avoid any language or activity that speaks of aggression
- Participate do not simply lead
- Repeat, repeat, repeat
- Provide visual supports



Decision-making Guide Regarding the Activities of Re-Set



An Optional Step

Step 0

Cocoon

The purpose: to establish safety

The activities (examples): offer calming object, weighted object – simply give time then re-approach.

The connection behaviors: warm acceptance of child's need. Trust that child knows what they need.

A related intervention for students who are in freeze...

Such as that child who is locked into a repetitive behavior and tuned out to the world:

- Spinning on the floor
- Curled in a ball in a chair
- Hitting hand against door frame
- Repeating phrase over and over while standing a burying hands deep in pockets

Mirroring Intervention

(used under certain conditions)

The purpose: to establish safety, tune into senses, bring into present

Connect by: following then leading





Contact Info

Please reach out to me at DCarrereConsulting@gmail.com

And visit me through

- Author site www.dyanecarrere.com
 Facebook author site https://www.facebook.com/DyaneLewisCarrere/
- LinkedIn https://www.linkedin.com/in/dyane-carrere-494b23b

The book:

https://products.brookespublishing.com/The-Re-Set-Process-P1205.aspx where you will find free resources (blogs and webinars) as well as more detailed information on the book.