Bring Your Best Self To Life: Resilience and the Public Employee

Developed and Presented by: L.S. “Bo” Dean Jr., Sr. HR Analyst for Learning and Development

PEACE: It does not mean to be in a place where there is no noise, trouble or hard work. It means to be in the midst of those things and still be calm in your heart.
We Will:

1.) Understand resiliency in the context of our day to day work.

2.) Understand the biological aspects of trauma/stress; effects on our nervous system, related brain functions, and long term health outcomes.

3.) Learn and apply at least one skill to reset our own nervous system and enhance our resiliency.

4.) Learn how this work efficaciously permeated New Hanover County and how it can be integrated into your county.
Resilience: “Staying calm and in control when faced with a challenge.”
Human Resources Bring Your Best Self To Life: Resilience and the Public Employee

Why?

Adverse Childhood Experiences (ACES)

- Workload
- Change in Work Environment
- Deployment
- Care
- Staffing Changes
- Change in Physical Ability
- Major Personal Changes
- Physical & Emotional Neglect
- Mental Illness
- Maternal Depression
- Domestic Violence
- Emotional & Sexual Abuse
- Incarceration
- Divorce
- Homelessness
- Substance Abuse
- Violence
- Community Disruption
- Adverse Community Environments
- Poor Housing Quality & Affordability
- Lack of Opportunity, Economic Mobility & Social Capital
- Poverty

Experiencing ACEs Can Impair Worker Performance, One of the Workplace Impacts of Adverse Childhood Experiences Image Source: ACEs Too High > Got Your ACEs Score, https://acestoohigh.files.wordpress.com/2011/11/aceworker.png (accessed 6.4.19)
**Figure 1.**
Adverse childhood experiences and areas of health and well-being that may affect worker performance

Compare and Despair

Be Aware and Share
OUR “HOW” TO RESILIENCE:

Biology vs. Mental Weakness
Organizing Principle: Three Parts of The Brain

**Cortex: Thinking**
Integrates input from all 3 parts.
Cognition, beliefs, language, thought, speech.

**Limbic Area: Emotional**
Assesses risk.
Expression and mediation of emotions and feelings, including emotions linked to attachment.

**Survival Brain: Instinctual**
Carries out "fight, flight, & freeze."
Unconscious.
Digestion, reproduction, circulation, breathing - responds to sensation.
Neuroplasticity: The brain can change!

There was once a negative or blocked way of thinking.

We can build new more resilient pathways!
Brain cells that fire together wire together! Carla Schatz
Trauma/Stress
Shock Trauma

Too much & Too fast!

Trauma/Stress
Toxic Stress Developmental
Cumulative “C” Trauma

Too little or Too much for TOO LONG
PERCEPTION IS KEY

NERVOUS SYSTEM BECOMES DYSREGULATED

The Bottom Line…
<table>
<thead>
<tr>
<th>What we NURTURE, GROWS!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventional</strong></td>
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<tr>
<td>People are bad</td>
</tr>
<tr>
<td>People need to be punished</td>
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<tr>
<td>People just don’t care</td>
</tr>
<tr>
<td>We need to stop making excuses for people</td>
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<tr>
<td>What is wrong with you?</td>
</tr>
<tr>
<td><strong>Trauma Informed</strong></td>
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<tr>
<td>People are suffering</td>
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<tr>
<td>People need an effective intervention</td>
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<tr>
<td>Many people care, but lack understanding and skills</td>
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<tr>
<td>We need to learn how trauma impacts a child’s and adult’s development</td>
</tr>
<tr>
<td>What happened to you?</td>
</tr>
<tr>
<td><strong>Resiliency Informed</strong></td>
</tr>
<tr>
<td>People are resilient</td>
</tr>
<tr>
<td>People need our compassion as they learn new skills</td>
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<tr>
<td>Any person can learn self-regulation skills based on science</td>
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<tr>
<td>We need to learn how skills of well-being can reduce suffering</td>
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<tr>
<td>What is right with you? What are your strengths?</td>
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</tbody>
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“Adapted by Elaine Miller-Karas TRI® from a slide by Jane Stevens (ACES Connection)
The Skills of CRM

Community Resilience Model

- Resourcing
- Tracking
- Help Now!
- Shift and Stay
- Gesturing
- Grounding
What is the Resilient Zone?

❖ A state of well-being in mind, body and spirit

❖ When in the Resilient Zone one is able to handle the stresses of life
  ❖ You can be annoyed or even angry but do not feel like you will lose your head
  ❖ You can be sad but not feel like you will be washed away by the river of sorrows
Human Resources

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Traumatic/Stressful Event or Stressful/Traumatic Triggers

- Edgy
- Irritable
- Mania
- Anxiety & Panic
- Angry outbursts
- Pain

Resilient Zone

- Depression/Sadness
- Isolated
- Exhaustion/Fatigue
- Numbness

Stuck in High Zone

Stuck in Low Zone

Graphic adapted from an original graphic of Peter Levine/Heller, original slide design by Genie Everett
Skills/Interventions We Can Use

❖ You don’t have to talk about the past
❖ Useful for a diverse group in diverse and demanding situations
    ❖ Useful across generations
❖ We can use these for ourselves AND we can help each other!
The Skills of CRM
The Basic Three

- Resourcing
- Tracking
- Grounding
Tracking the Autonomic Nervous System

The SNS controls organs during times of stress

Accelerator
Prepares for Action

Breathing rate
Heart rate
Pupils Dilate
Blood Pressure
Sweating
Stress Hormones

Decelerator
Prepares for Rest

Digestion
Saliva

The PSNS controls the body during rest

Breathing rate
Heart rate
Pupils Constrict
Blood Pressure
Sweating
Stress Hormones

Digestion
Saliva
Skill 1: Tracking
*Paying attention to sensations*

<table>
<thead>
<tr>
<th>Stress &amp; Trauma</th>
<th>Resiliency</th>
<th>Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shallow Breath</td>
<td>Deeper Breath</td>
<td>Shaking</td>
</tr>
<tr>
<td>Rapid Heart Rate</td>
<td>Slower heart rate</td>
<td>Trembling</td>
</tr>
<tr>
<td>Tense Muscles</td>
<td>Relaxed Muscles</td>
<td>Burping</td>
</tr>
<tr>
<td>Pain</td>
<td>Grounded</td>
<td>Yawning</td>
</tr>
<tr>
<td>Cold/chill</td>
<td>Calm</td>
<td>Heat/warmth</td>
</tr>
<tr>
<td>Numbness</td>
<td></td>
<td>Vibration/tingling</td>
</tr>
</tbody>
</table>

**Tracking:**
The Foundation for stabilizing nervous system

*Used with all skills*

*Helps to discern between sensations of distress and well-being*
Skill 2: Resourcing:
What uplifts you, gives you strength, joy or peace?

Exercise
Connect the Dots: Tracking and Resourcing

Identifying Resources

• Tell your neighbor **one** of your resources (from your name plate)
• Tell your neighbor **3 details** about your resource
• As you talk about your resource and the 3 details, **notice what happens inside**
Skill 3: Grounding

The direct contact of the body or part of the body with something that provides support in the present moment

- Sitting on a chair or couch or the ground
- Leaning against a wall
- Being supported by a surface
- Sensing our feet making contact with the ground
Did We?

1.) Understand resiliency in the context of our day to day work.
2.) Understand the biological aspects of trauma/stress; effects on our nervous system, related brain functions, and long term health outcomes.
3.) Learn and apply at least one skill to reset our own nervous system and enhance our resiliency.
4.) Learn how to find continuous learning to seek CRM and other means to be resilient for ourselves as well as seek ways to move this into your counties?

NOPE 😊
Practice Makes it Real: Here’s How

**Practice**: Model, Share, Train, and Permeate

**Depositories**: Our Library’s and Internal Web Resources

**Supports**: Resource and share the HR Benefits, Professionals and the Non-Profits

**People**: Basic Change Management: Build those Coalitions

**On time Access**: Download the iChill App on your Phone!

**Expertise**: Trauma Resource Institute (TRI) is there for all!

**Awareness Raising**: Screen the film Resiliency

**Assessment**: THE DATA SAYS YES!

**Colleagues and Friends**: Reach out to us! We are all in this together!

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