MOVING TOWARD RESILIENCE

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Multimodal Movement as a tool to help adolescents and adults build resilience
Psychological Resilience

- is an individual's tendency to cope with stress and adversity.
- Psychologists have identified some of the factors that make someone resilient, among them:
  - A positive attitude
  - Optimism.
  - The ability to regulate emotions.
  - The ability to see failure as a form of helpful feedback.
Characteristics of Resilience*

- Internal locus of control
- Strong self-esteem, self-efficacy
- Have personal goals
- Sense of meaningfulness
- Can use past successes to confront current challenges
- Can view stress as a challenge/way to get stronger
- Use humor, patience, tolerance, and optimism
- Can adapt to change
- Action-oriented approach
- Have strong relationships and ask for help
- Have faith
What makes us move is what makes us think

The brain processes movement sequences and patterns the same way it processes thought patterns and sequences.

- Front to back (motor cortex)
- Side to side (corpus collasum)
- Up and down (brain stem to frontal lobe)
• Finger – Thumb
• Nose – Ear
• Figure 8’s – arms, legs, floor, add a ball
• Head, Shoulders, Knees and Toes
Bihemispheric Lateralization

- Movements that cross the midline of the body stimulate both hemispheres of the brain.
- Movements that activate the left and right hemisphere of the brain simultaneously are especially effective for learning and remembering key concepts.
• Bounce and catch
• Bounce and catch 2
• Bounce and pass
• Bounce through the window
These movements balance brain chemicals, hormones and neurotransmitters that calm behavior and elevate self esteem.

Every human being responds to rhythm! Speaking, reading, bodily functions are all rhythmic
Aggression Replacement Training®

Anger Control Song
(Oh my darling, Clementine)

External triggers,
Something happens (hands up, shrug)
I’m reacting in my head (touch head, hands explode out)
Now my head sweats (wipe brow)
And my heart pounds (pat chest)
And I’m mad right outta my head (hands on head)

Counting backwards (fingers counting)
Lots of breathing (chest)
Reduce the anger in my mind (arms down)
It’s not worth it (shake head no)
Walk away now (pump arms)
These are reminders
I need to find (point thumbs to chest)

If I do this (bubble talk)
Then I’m really stuck,
Lose my freedom right away (cross arms on chest)
I could have done better,
Maybe not got mad (point finger)
Pushed the angry thoughts away (push hands)

Now that I think back,
At least I stopped myself (cross arms)
I can walk away next time (pump arms)
If I do that,
Then I’m better off
Anger control is really mine! (thumbs point to self)
Multi Modal Movement Skills

• Activates various parts of the brain simultaneously
• If we connect movement to content, clients are much more likely to remember specifics
• If we activate more than one body awareness, we increase the retention of the content dramatically
Body Awareness

Tactile
Visual
Directional
Auditory
Vestibular
Rhythmic
Spatial
Temporal
Why does movement work in any treatment modality?

• Provides distraction
• Increases brain-body awareness
• Teaches a different outcome
• Improves resilience
When to do a movement break?

• Staring into space
• Fidgeting
• Doodling
• Talking to a neighbor
• Shouting answers
• Attention seeking behaviors
• Interrupting
• Lethargy
Why do a movement break?

• Gives the hippocampus time to process
• Reduces feelings of anxiety
• Provides for laughter
• Develops social skills
• Reenergizes body and brain simultaneously
• Reinforces brain-body awareness
The Movement Hierarchy
“17” Minute Guide

• Include movement in some form about every 17 minutes to maintain attentions and remember key concepts

• Connect the movement to the learned material if possible
• Physical activity has been shown to reduce symptoms of anxiety by more than 50%. This supports that exercise can be an additional treatment method to reduce anxiety. (Ratey)
• The more complex the movement is, the more complex the synaptic connection will be (et. al., p. 56)
Connection to trauma

• Adolescents succeed in task completion
• Use a controlled environment for adolescents to take a risk for a specific task
• Decreases hyper arousal and increase ability to assess level of risk or threat
Our Journey at Education and Treatment Alternatives

- Teaching youth about brain and body
- Staff development
- Movement Hierarchy
- Activity binders
- Activity cards
- Videos and activity cards
What does it look like?

- Cross Your Midline
- Brain Boosters
- Vestibular Fun (Balance)
- Self Regulation
- Juggling
- Noodles
- Tennis Ball
- Bean Bag
- Playground Ball
- Hoops
- Tires
- Steps
- Isometric Holds
- Coming soon…. Cup stacking and group games
Each skill follows the same format

- Ready:
- Set:
- Go:

- Try it a new way:
Important...

• Movements need to be what the adolescent needs, values and enjoys
• The more things you try and the more they feel success, the more motivated they will be to try new things
• Not sure? Refer to the Movement Hierarchy, video clips or Movement cards
Tips...

- Start simple – observe the response
- Get feedback
- Allow for transition time
- Focus on prosocial behavior
- Focus on prosocial thinking
- Connect the activity to competency components
Check us out..

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