Small Group Work

1) At your table, identify a student you know or suspect has been traumatized. The child should be one who demonstrates *Survival-in-the-Moment* states.

2) Identify what the student looks like when the 3As shift across the 4Rs:

	Awareness	**Affect**	**Action**
Regulated			
Revving			
Re-experiencing			
Re-constituting			

3) Do a "Moment-by-Moment" analysis to find the "cat hair:" What's happening inside or outside the classroom when the 3As shift across the 4Rs?

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4) Identify patterns of the student's Moment-by-Moments: Where and when do you predict the "cat hair" will show up?

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5) Now that we have the "Moment-by-Moments," we need to understand what they signal from the original trauma (e.g. rejection, deprivation, injustice, etc.). That signal triggers the "survival-in-the-moment-states." List the signal(s): _____

6) **Based on the above analysis**, list some possible interventions:

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Whenever a situation in the environment is perceived as "cat hair," the student will enter a "survival state" until the environment is cleaned of the "cat hair" and the student learns to identify it and manage her/his responses.