



KINNECT

Manual

Kinesthetic, Kinship, and Connection

KINNECT: LOSS

A Trauma Informed multimodal,
multidisciplinary curriculum designed for
stabilization of system involved youth.

A combination of components from CBI® Community Based Intervention,
IMPACT, Sanctuary Model (S.E.L.F. curriculum)



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Kinnect Materials List	
Amount Needed	Item
1	Tote or Drag Bag
1	Parachute
5 to 6	Various Types of Balls (foam, squishy, small to large)
1	Tai Chi Music
20	Bandanas (amount depends on # of clients and staff)
1	List of matching words ex. Peanut and butter
1	Beach Ball
20	Flat numbered dots or carpet squares
1	Standard Size Ream of Paper
1	Pipeline Kit
1	12 ft' length of rope

Introduction

This intervention was developed in response to the inability of current values and programming to adjust to the maladaptive conditioning experienced by children from at risk environments. Children who come into contact with Alternative School Settings, Juvenile Court Services, Foster Care, group home and residential treatment settings frequently struggle with healthy attachment strategies; predictability, consistency and positive behavioral conditioning are not normally a part of their developmental experience and environment (Briggs et. al., 2005, Cook et. al., 2005). In an effort to establish for the first time or re-establish safety and affiliation it is necessary to offer them opportunities to practice affect management and strengthen pro-social attachment strategies.

Children at risk that are in conflict with society are constantly exposed to negative sanctioning from authority that further alienates them from the mainstream (Kisiel, et. al., 2009). Many of these children when left to their own resources engage in maladaptive behavior patterns that further expose them to danger resulting in more complex mental and physical health issues. Without trauma informed resources many of these children can and do become a financial burden and a community threat. So it is imperative that when these children come into our care that we take responsibility for their healthy attachment to society.

The KINNECT initiatives were produced in response to the outdated curriculum and the increasing environmental challenges of a variety of settings including shelters, alternative schools, foster care and residential placements. Engaging children who have been complexly traumatized can easily be mismanaged because the children's behavior is misunderstood and therefore reacted to in a way that does not serve the client, the facility or the community (Briggs, et. al., 2015). By guiding stabilization and mastery through a multi-modal, multi-layered, consistent and persistent program the children are exposed to a pro-social process (Blaustien and Kinniburgh) rather than the power and control process that dominates current programming. KINNECT curriculum in general is based on a format that strengthens relationships in many professions and groups. Through group participation in physical activities and initiatives that require communication and teamwork, a bond is produced that positively informs the individual mentally, physically and spiritually.

Children from at risk environments are particularly in need of these skills. Because of the nature of the environments of those children that come to the attention of alternative schools, courts and institutions (lack of social support systems, low income, increased exposure to violence) it is imperative to have reliable evidence based programming available that meets the needs of this population. While the KINNECT curriculum is just one component in the continuum of care, it is foundational in the process of reintroducing a child to the community with a conditioned set of skills that will encourage proactive social engagement.

The Supporting Evidence

The overwhelming majority of children that come to us are carrying considerable emotional baggage from exposure to traumatic stressors. The evidence that now exists from numerous fields of inquiry reveals a biological, physiological and behaviorally complex child (Cook, et. al., 2005). In response, clinicians have begun to design interventions and diagnoses that take into account these conditions. Diagnoses such as Complex Trauma disorder and Complex PTSD are beginning to be widely accepted. Intervention strategies are becoming more comprehensive and functional including multi modal treatment structures. An example of this is the ARC (Attachment, Self-Regulation and Competency) structure developed by clinicians from the Trauma Center in Boston that gives the interventionist an outline and suggested initiatives.

From an organizational perspective Dr. Sandra Bloom's Sanctuary Model is informing institutions of the impact their clients/students may have on the staff and interventions (Bloom & Farragher, 2011). It is clear that the stakeholders need to be given the opportunity to redefine their environment if lasting change is expected. It is up to the organization to find and develop the talents of existing personnel inside the guidelines of the therapeutic continuum.

According to the office of Juvenile Justice and Delinquency Prevention the vast majority of our clients/students stressors include neglect, physical and sexual abuse, witness to violence and environmental instability (CEV report, 2012). The impact of neglect ranges from inadequate training on proactive social interaction to altered brain structures that hinder developmental processes and pro-social behavior (Beebe et. al., 2011). Because of the nature of brain plasticity and the environmental context in which our clients live the delivery of competent socially acceptable behavioral training can and often must be achieved in our environments.

The physiological conditioning and behavior patterns associated with each exposure and indeed each child are unique and require a highly trained and cohesive staff. It is well understood that extensive education is needed to keep up with the constantly changing developmental issues and emerging best practice. It is with that in mind that this manual was developed.

Safety

No client/student is coerced into attempting any activity. The staff requests a conscientious effort from all clients/students in the hopes that they will participate. The final choice of performance is left entirely up to the client/student. Safety may be perceived differently by each child and because of his or her history their participation should be encouraged but not forced.

Group Assessment

It is critical to assess the capabilities and the mood of your client/student group, attempting an initiative that is too challenging can result in a frustration level for the children and staff that defeats the course objectives. Remember that you are delivering an intervention that is deliberately placed in a long sequence of intervention initiatives designed to move the child gradually to a higher social competency. Because our students have some common behavioral and physiological characteristics, group processes can have substantial effect. It is important to remember that building mastery for this population requires **high fidelity** in structure and delivery of services and that change is a time consuming and slow behavioral modification process. It is up to the facilitators to recognize and adjust to your client/student group, you can optimize your ability to create a rich process through your self-care and mindfulness.

Here are some suggestions for assessment and planning.

1. Goals: What are your goals for this group? Are your goals complimentary to the continuum of care?
2. Readiness: Does the group have the physical, emotional and intellectual skills for the initiative?
3. Affect: How is the group emotion today? Is this group ready for this initiative on this day?
4. Behavior: An extension of affect for our client/students, do you sense they are struggling with behavior issues? Adjust accordingly.
5. Body: Do they have the physical ability?
6. Development: Where are the clients/students in their physical and emotional development and how will those affect their success?

It is suggested that Loss be the 3rd week, it is possible that you may have some uneasiness associated with this week, but keep in mind that we are addressing loss in general terms and not specific to the clients. After two weeks of this type of structure you want to be mindful of the little successes in the parachute work and the games. Clients/students will start to have suggestions for the parachute work and as long as it is safe you can work together to create the expectations and outcomes of the suggestions. An example of this that was suggested by a student was letting the parachute go at the top of the up/down motion and 'sticking' the parachute to the ceiling. If the entire group releases at the same time the parachute will uniformly 'stick' to the ceiling if some release later the parachute will go up but slide to one side or the other. Watching the clients/students faces as they look up at the parachute on the ceiling is powerful!

Week 3 Loss

Day 1

Opening circle with music and parachute play: Match Game, Island Moon Ball, Breath and Stillness work: Tai Chi. Check heart rate before and after activities. Discussion: Appreciation Circle

Day 2

Opening circle with music and parachute play: Favorite Stretch, Stepping Stones, Breath and Stillness work: Tai Chi. Check heart rate before and after activities. Discussion: Appreciation Circle

Day 3

Opening circle with music and parachute play: Micro/Macro Stretch, Pipeline, Breath and Stillness work: Tai Chi. Check heart rate before and after activities. Discussion: Appreciation Circle

Day 4

Opening circle with music and parachute play: Minefield, Elves-Wizards-Giants, Breath and Stillness work: Tai Chi. Check heart rate before and after activities. Discussion: Appreciation Circle

Day 5

Opening circle with music and parachute play: Mergers, AH-SO-CO (Review), Breath and Stillness work: Tai Chi. Check heart rate before and after activities. Discussion: Appreciation Circle

KINNECT Class One of Loss: What do we mean by loss?

Materials: Balls of different sizes, parachute, beach ball, carpet squares, List for Match Game and music

Group Rules

Respect Group

Respect Staff

Respect Peers

Respect Equipment/Environment

Opening Circle: Parachute Play

Games: Match Game: Similar to Barnyard Reunion this initiative increases the challenge of the participants to find the word that connects with the word they were given. Participants are divided in half, blindfolded and given a word that they will say as they move across the room (once the facilitator says 'Go' and everyone is assured that the facilitators make sure they are safe moving about the room) listening to hear for the word that goes with theirs. Participants do not know if the word they have is the first or second in the combination. Examples: peanut/butter, sponge/bob, apple/sauce etc.

Island Moon Ball: Increasing the challenge from the earlier game of Moon Ball. This initiative requires the participants to stay on a spot (use the carpet squares). The object is to see how many times they can hit the beach ball keeping it in the air without moving from their carpet square.

Discussion – What did you lose? What did you need to do to find the word that went with yours? What were the challenges of these games?

Tai Chi

Appreciation Circle

KINNECT Class Two of Loss: Never having to say Good-bye: Reenactment

Materials: Balls of different sizes, parachute, carpet squares and music

Group Rules

Respect Group

Respect Staff

Respect Peers

Respect Equipment/Environment

Opening Circle: Parachute Play

Games: **Favorite Stretch:** Each participant around the circle does their favorite stretch and the group follows.

Stepping Stones: The object of this initiative is to get from point A to point B without losing any resources (carpet squares) and still being able to bring the whole team along. Participants are each given a carpet square; they determine what that carpet square represents (something meaningful). Once the initiative begins the first person maintains contact with their carpet square putting it on the floor and stepping on it (not letting go with their hand until their foot is touching the square; if anyone loses contact with a carpet square they lose the square and must manage with the resources that are left). Again, the carpet square (resource) must be in contact with someone at all times. Participants may not touch the ground; if they do they must go to the back of the group and be retrieved by the group.

Discussion – What did you lose? What did you need to do get the entire team safely to your destination? What were the challenges of these games?

Tai Chi

Appreciation Circle

KINNECT Class Three of Loss: Learning to Let Go

Materials: Balls of different sizes, parachute, pipeline supplies and music

Group Rules

Respect Group

Respect Staff

Respect Peers

Respect Equipment/Environment

Opening Circle: Parachute Play

Games: Micro Macro Stretch: This time start with a small stretch and build to larger stretches as you move around the circle of participants. Each individual participant comes up with a stretch but the entire group does the stretch together.

Pipeline: Give each participant a piece of the pipe. One facilitator stands on one side of the room with a ball that the participants must get from that point across the room and into the bucket. The ball cannot stop or be touched by any of the participants and the ball must continually be rolling forward. If any of the above happens or if the ball falls to the ground the initiative must be started over. If participants become frustrated offer time for them to strategize, take a few deep breaths. They may not be able to accomplish this initiative, but processing that is ok.

Discussion – What did you have control over? What did you need to do to be successful? Remember that the greatest people in the world have often failed the most. Albert Einstein found 5000 ways not to make a light bulb before he made a light bulb. WD40 is called that because the first 39 attempts were not successful.

Tai Chi

Appreciation Circle

KINNECT Class Four of Loss: How to lose yourself: Turning People into Chameleons

Materials: Balls of different sizes, parachute, bandanas, Guide for Elves-Wizards-Giants and music

Group Rules

Respect Group

Respect Staff

Respect Peers

Respect Equipment/Environment

Opening Circle: Parachute Play

Games: Mine Field: The group selects a leader and the leader meets with one of the facilitators. The second facilitator takes the rest of the group outside the door or in another room and gives them blindfolds. The group is instructed that they will be following the verbal directives of their leader as they move through a minefield. If someone touches a mine they and everyone behind them are lost. The guide cannot touch the members of the group only give verbal directives. The facilitator with the guide instructs them of these guidelines and shows them the course.

Elves-Wizards-Giants: Like rock, paper, scissors this initiative is done with gestures and sounds of each of the characters. Divide the group into two and explain to them the gestures and sounds of each character. Then the teams each meet and strategize as to what character they are going to be. The facilitator asks the teams to 'Advance to the Line' and on the count of 3 plus Go: Do Your Gesture. The team that defeats the other is allowed to take ONE step over the line to tag participants on the other team and bring them over to their team. If someone should tag someone but they didn't actual win the round the person tagging then must go to the other team. Quick thinking to determine if your character defeated the other teams is critical to the participants' success in tagging and bringing team members from the other side to their team.

Discussion – What did it feel like to have to move to another team and leave your team? What did you need to do to be successful?

Tai Chi

Appreciation Circle

KINNECT Class Five of Loss: Habits and Resisting Change

Materials: Balls of different sizes, parachute, pieces of rope and music

Opening Circle: Parachute Play

Games: Mergers: Have group members describe places where they would like to go, three 10 foot lengths of rope have been laid out in different parts of the room and each circle of rope represents a different destination. Participants are asked to stand in the circle of the destination they would most like to go to. Then the facilitators inform the participants that one of the sites have been knocked off the paper (be creative in your story) so those participants have been asked to evacuate and join another remaining destination. Then another catastrophe happens at one of the remaining destinations and the participants are asked to move to the final destination place.

AH-SO-CO: Review and increase the expectations (limiting time for a response from each person). Practice creates mastery and confidence. Participants are standing in a circle, for each syllable, AH, SO, CO there is a hand gesture, for AH: a military style salute with either hand. For SO: a hand on the heart or chest with either hand and for CO: it is both hands together (prayer style) with fingers pointing to someone else in the circle. The first person begins with AH and the hand gesture and which every way their fingers are pointing the next person goes with SO and gesture (either hand) whomever their fingers are pointing to that person does CO and points to someone else in the circle. Give each person approximately 1-2 seconds to successfully complete the sequence. If they make a mistake they are eliminated from the game until 3 people are left. You may have asked those who have been eliminated to distract those still in the circle (without touching) say things to distract the others. This adds additional challenge for those in the circle.

Discussion – What did it feel like to have to move to another team and where you were? How did it feel to the original occupants once everyone had ‘invaded’ their area? How was AH, SO, CO different this time you played it?

Tai Chi

Appreciation Circle

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