

SHADOW'S EDGE EDUCATIONAL TRAINING

Webinar I





Introduction





Training Environment and Communication





Who are we?





What Did We Do in the Disaster Area?

- **2020 Elazığ Earthquake** – Malatya Field
- **2020 Covid-19 Pandemic** – Remote (Online) Psychological Counseling
- **2021 Forest Fires** – Psychosocial Support in Kavaklıdere and Çamlıbel Districts of Muğla Province Field
- **2021 Forest Fires** – Muğla Province Ula District Akyaka and Gökova Region Protective Preventive Support Area
- **2023 Kahramanmaraş Earthquake** – Hatay, Urfa, Kahramanmaraş, Adıyaman Area

Definition of Psychological Trauma, Types of Trauma, Effects of Trauma on Individuals and Society

Major Loss and Grief Theories

Psychological Resilience, Ways to Develop Resilience

Creative Self, Self-Expression Through Art, and Strengthening Psychological Resilience

Psychological Trauma



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Introduction to Psychological Trauma

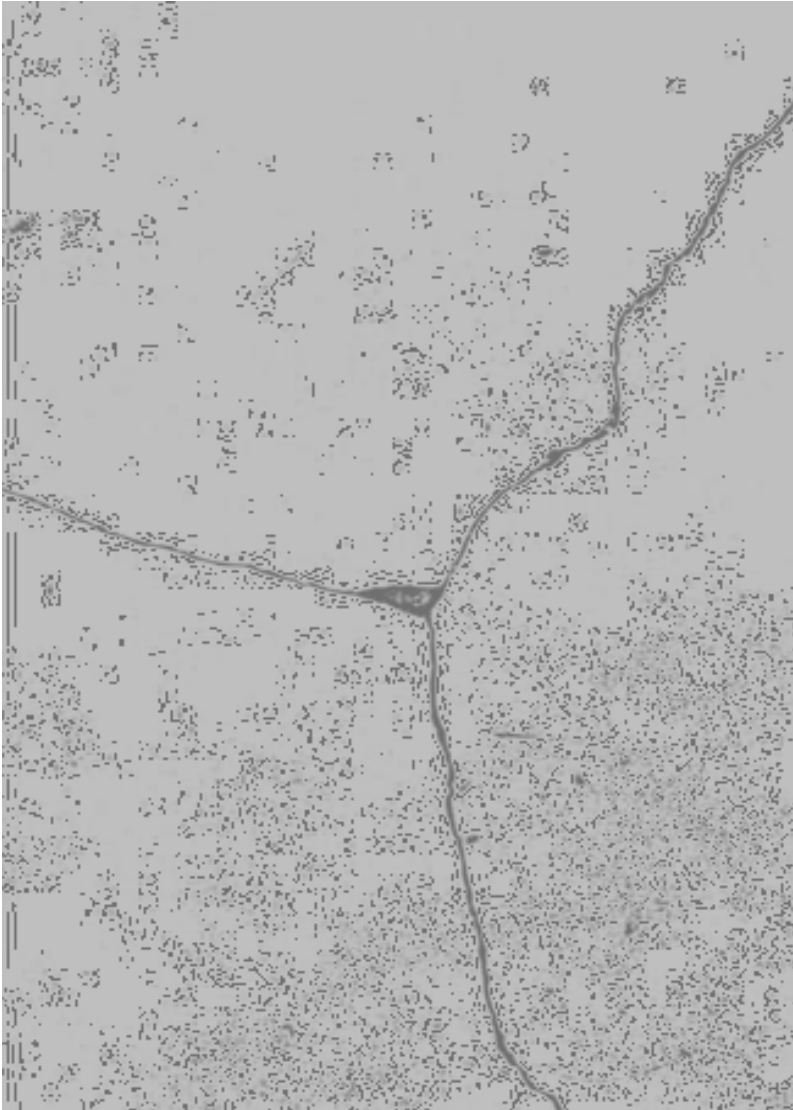
Daily Life.....



...Post-Traumatic Growth



What is Psychological Trauma?



When a person's

- Physical and psychological integrity is threatened (themselves, their family, or loved ones)
 - Prioritizes the survival instinct,
 - Disrupts the normal flow of daily life,
 - Exceeds their capacity to cope with unexpected, sudden, and devastating experiences,
 - Is uncontrollable,
 - An experience that shakes one's faith and trust. experience.
-
- **Exposure to violent incidents and/or sexual violence that threaten a person's life or physical integrity,**
 - **is generally a situation we cannot prepare for**
 - **beyond normal stress.**

What is a Traumatic Event?

Natural Disasters
(Earthquakes,
floods, storms)

Accidents
(Traffic, train,
plane, and
maritime
accidents;
fires, nuclear
accidents)

**Man-Made
Incidents**
(Violence, war,
migration, neglect,
and abuse)

**Loss and
Separation**
(Death,
divorce,
abandonment
being abandoned)

**Those Resulting from
Ongoing Psychological
Threats**
(Long-term neglect,
domestic conflict,
poverty, exclusion)

What Makes Trauma Responses More Likely, Severe, or Complex?

**Individual
factors**

**Characteristics of the
stressor**

**How people around
the individual react
to them**

1) Individual Variables

- Female gender
- Age (younger or older individuals > middle-aged adults)
- Race (Hispanics, African Americans > white individuals)
- Poverty and low socioeconomic status
- Previous psychological dysfunction
- Those with less functional coping mechanisms
- Those with a family history of psychopathology
- Previous exposure to trauma
- Genetic predisposition
- Hyperactive or dysfunctional nervous system



2) Characteristics of the Stress Source

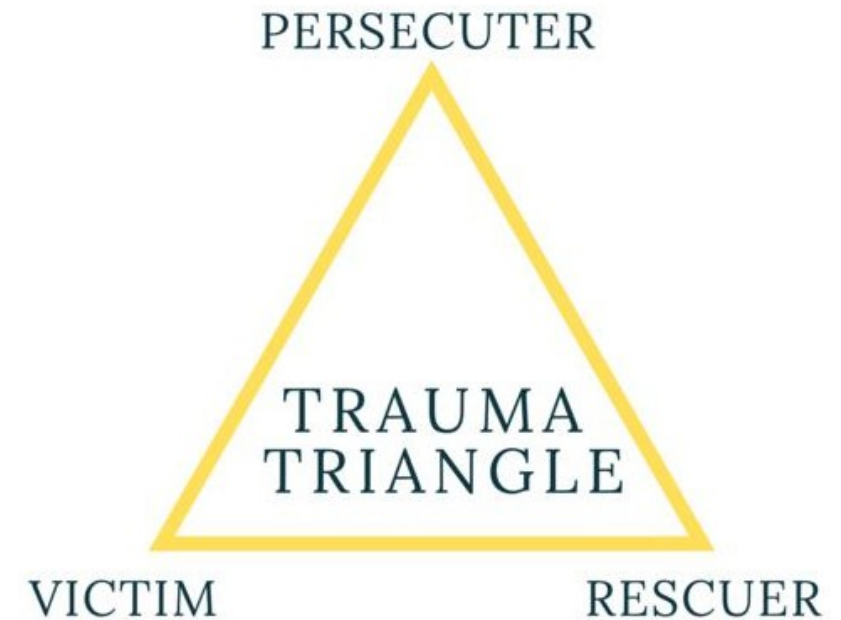
- Intentional acts of violence
- Threat to life
- Physical injury
- Level of exposure to combat in war
- Witnessing death
- Loss of a loved one due to trauma
- Life-threatening illness, painful medical events and procedures
- **Unpredictability and lack of control**
- Being sexually victimized



3) Reactions of People Around the Individual

- Accepting rather than blaming,
- Caring and nurturing (emotional and physical)
- The presence of people who will help
- Support from aid organizations

What situations related to these have you encountered in your area or at your workplace?



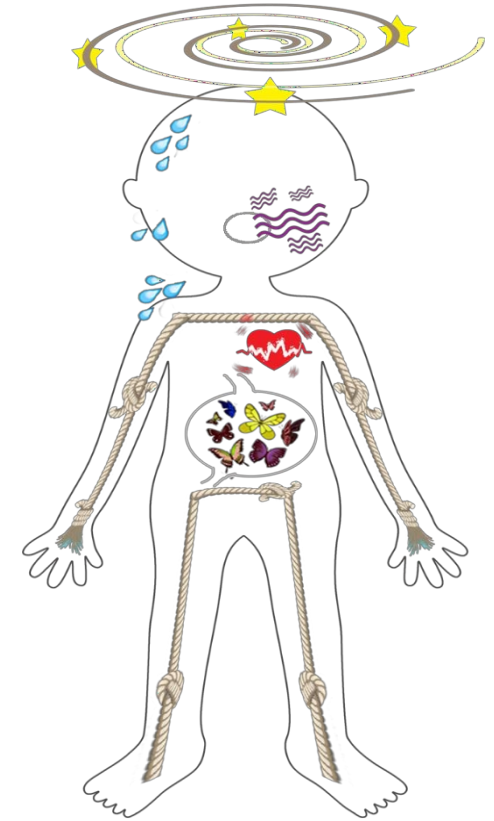
Post-Traumatic Support Reactions

Physical:

- Headache
- Nausea
- Trembling
- Chest tightness
- Feeling of being overly stimulated
- Increased or decreased appetite

Emotional:

- Anxiety and fear
- Sadness
- Guilt, helplessness
- Quick to anger
- Denial of what has happened
- Feeling unsafe
- Rapid mood swings
- Pessimism about the future



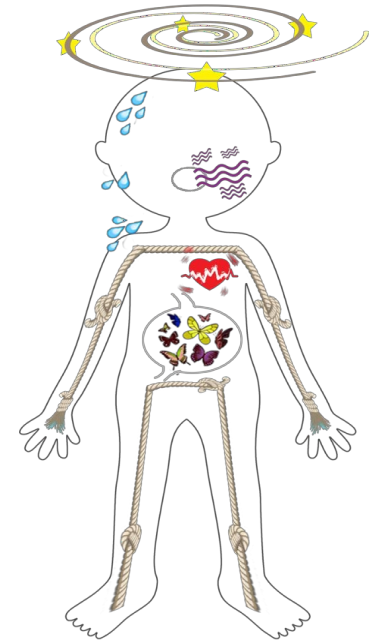
Post-Traumatic Stress Disorder Reactions

Behavioral:

- Displaying sudden behaviors
- Being constantly on the move
- Easily frightened, startled
- Eating problems
- Difficulties in relationships
- Withdrawal, avoiding social situations
- Avoiding reminders of the event (places, people, etc.)

Cognitive:

- Forgetfulness
- Inattention and difficulty concentrating
- Sleep problems, nightmares
- Disturbances in thought processes, repetitive thoughts
- Questioning one's beliefs
- Recurring scenes related to the event (flashbacks)
- Disturbances in self-perception, time, and space (dissociations)



Psychological Disorders That May Be Caused by Trauma

- Depression
- Fears
- Panic Disorder
- Social Phobia
- Post-Traumatic Stress Disorder
- Anxiety Disorder
- Obsessive-Compulsive Disorder
- Psychosomatic disorders (skin rashes, gastrointestinal disorders,

pain, etc.)

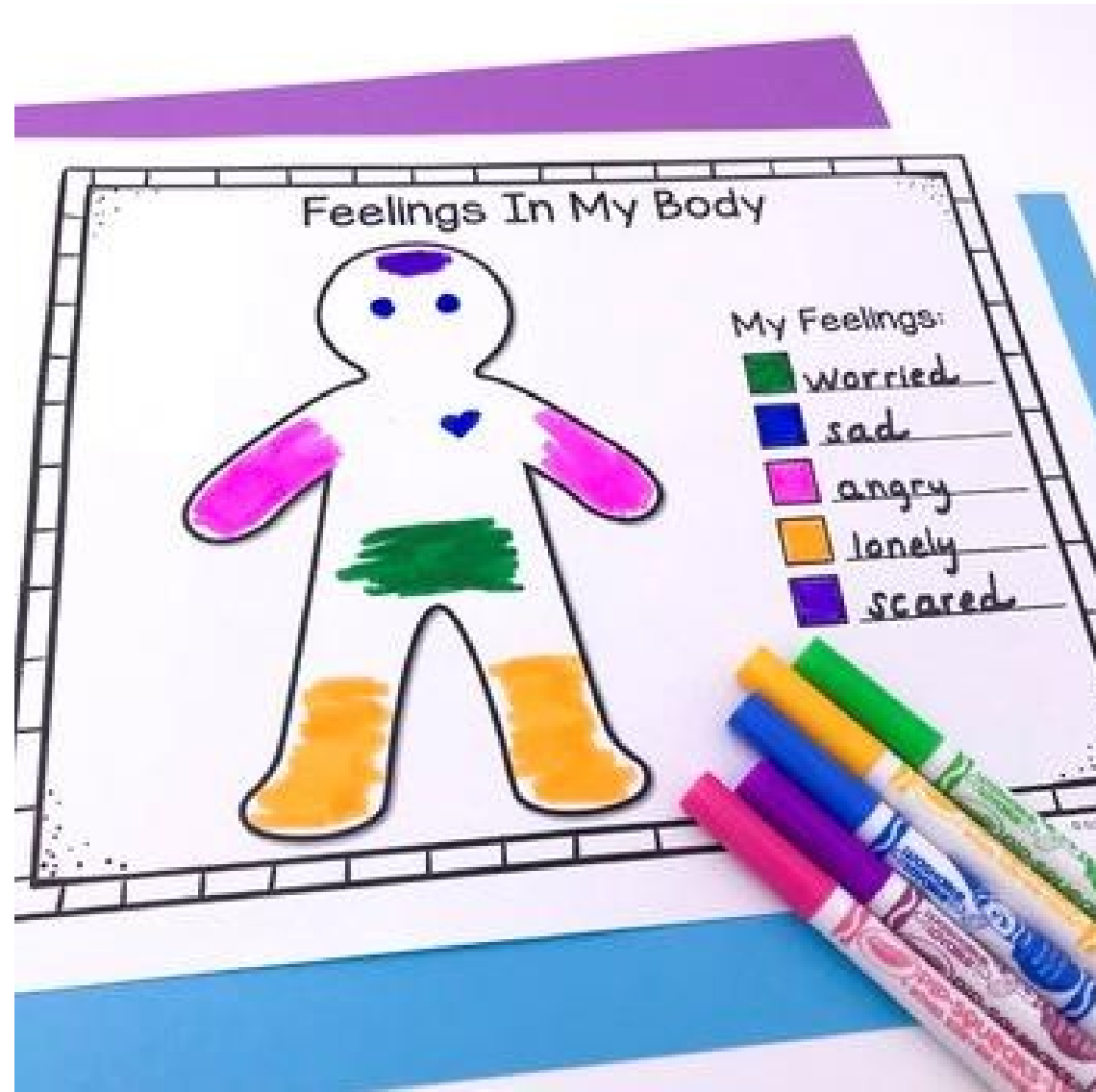


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The Effect of Trauma on the Body

- Somatization: Physical complaints occurring after a chronic or sudden traumatic event without an organic cause (e.g., headache, feeling physically weak, stomach ache, muscle tension, chest tightness, etc.).
- What is the cause?
 - Biological predisposition
 - Traumatic stress
 - Unconscious process: Defense mechanism
 - Culture

Activity: Coloring Emotions



Autonomic Nervous System

- Autonomic nervous system:
 - It regulates numerous bodily functions such as heart rate, digestion, respiration, pupil size, and sexual arousal.
 - One of its most notable features is its ability to rapidly and dramatically alter the functions of internal organs.
 - The autonomic nervous system is responsible for ensuring that all organs in the body work in harmony and correctly in order to regulate homeostasis (balance).
 - It produces autonomous responses.
 - It keeps us alive.
- It is divided into two parts: **the Sympathetic Nervous System** and **the Parasympathetic Nervous System**.



Polyvagal Theory

- 3 neural subsystems:
 - **Parasympathetic:** Responsible for inactivity, preservation of metabolism, and system shutdown. It controls the movements of the internal organs in the body.
 - **Sympathetic:** Regulates the fight-or-flight response and actions related to the limbs.
 - **Social:** Developed only in mammals. Manages the interpretation, creation, and attachment behaviors of complex social structures.



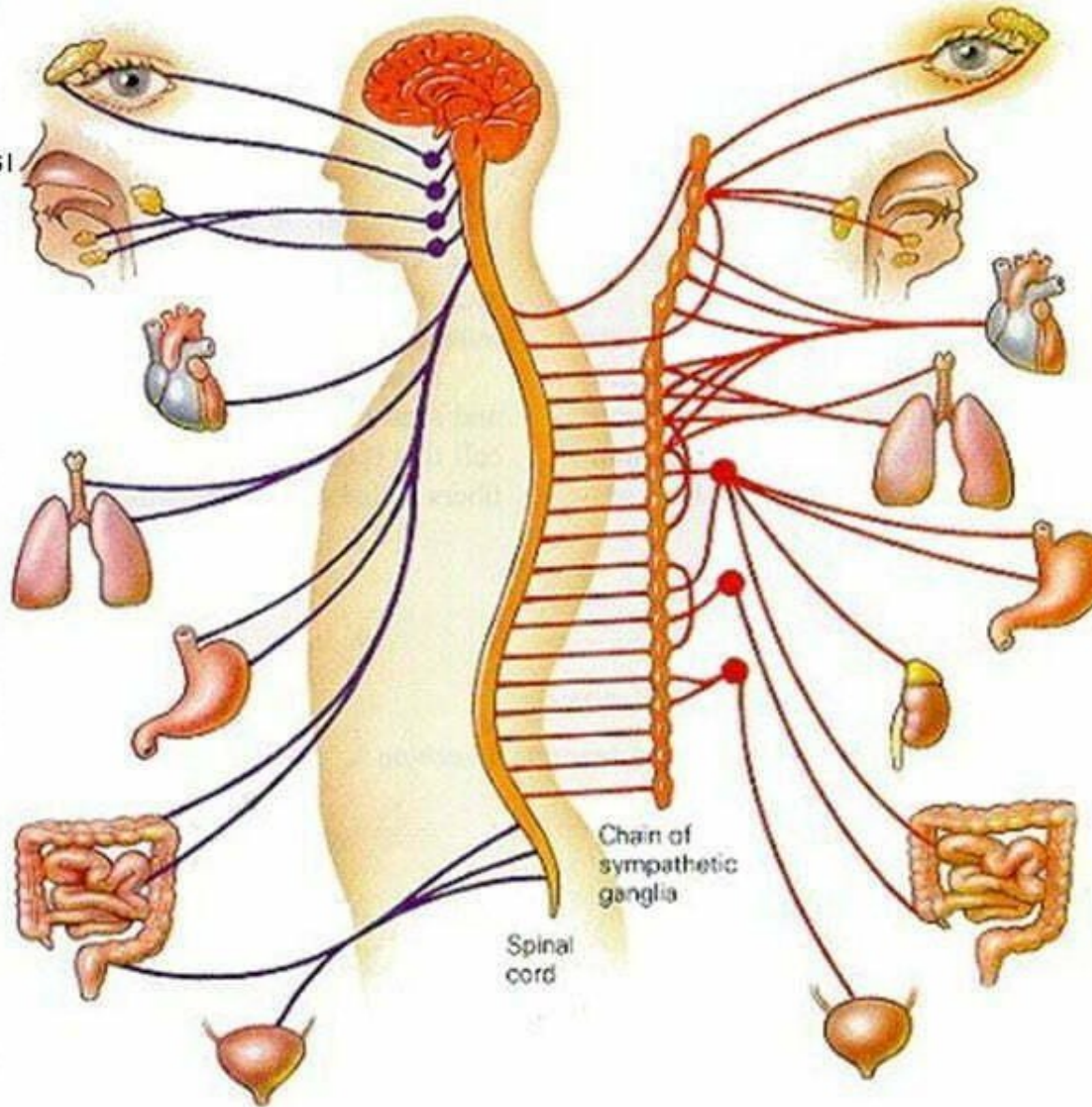
Polyvagal Theory



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Parasempatik

- Göz bebeği daralır
- Tükrük salgısı artar
- Kalp hızı düşer
- Bronşioller daralır
- Midenin sindirim fonksiyonu artar
- barsakların sindirim fonksiyonu artar
- İdrar kesesi kasılır



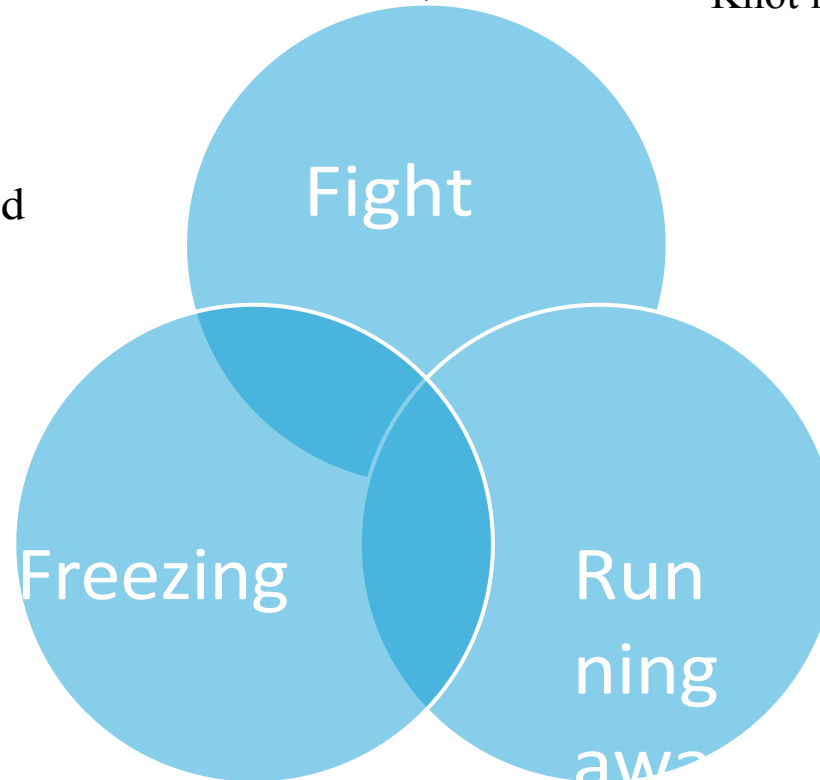
Sempatik

- Göz bebeği büyür
- Tükrük salgısı azalır
- Kalp hızı artar
- Bronşioller genişler
- Midenin sindirim fonksiyonu azalır
- Adrenal bez uyarılır
- İnce barsakların sindirim fonksiyonu azalır
- İdrar kesesi gevşer



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- Feeling numb
 - Heart palpitations
 - Feeling scared
 - Pale skin
 - Holding one's breath/restricted breathing
- Taking



- Aggression
- Stiffening of the body
- Stiff walking and kicking
- Anger, violence
- Knot in the stomach, nausea, vomiting

- Restlessness in the legs and feet
- Extreme restlessness in the legs, feet, and hands movement
- Planning
- Feeling trapped
- Anxiety/Adrenaline
- Dilated pupils
- Blood pressure



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Dissociation

- Depersonalization: Changes and fragmentation occur in the person's sense of self or experience. The person begins to perceive themselves as if they were not themselves or as if they were observing themselves from the outside.
- Derealization: This refers to a disconnection from the reality of one's surroundings. The person feels detached from their environment or their surroundings now seem foreign to them.

Ways to Stimulate the Vagus Nerve



Tolerance Window

Duygulanım Düzenleme – Tolerans Aralığı

-Duygulanımda Aşırılık-

KontROLSUZ öfkelenme, aşırı panik, aşırı gerginlik, aşırı neşe, tepkisel davranışlar ve sürekli bir tehlikeye karşı tetikte olma hali

-Duygulanımda Kısıtlılık-

Duygusal uyuşma, utanç, hissizlik, aşırı üzüntülü ruh hali, pasiflik, içe kapalılık ve aşırı dalgınlık, yaşanan anda var olamama hali

-Duygulanımda Optimal Aralık-

Sempatik ve parasempatik sinir sistemi denge içinde çalışır, güven duygusu, odaklanabilme, duygular üzerinde kontrol

Kaynak: Ogden ve Milton, 2000
Uyarlayan: Travmaya Duyarlı Okullar-Türkiye
@TDO_TR

Recommended books



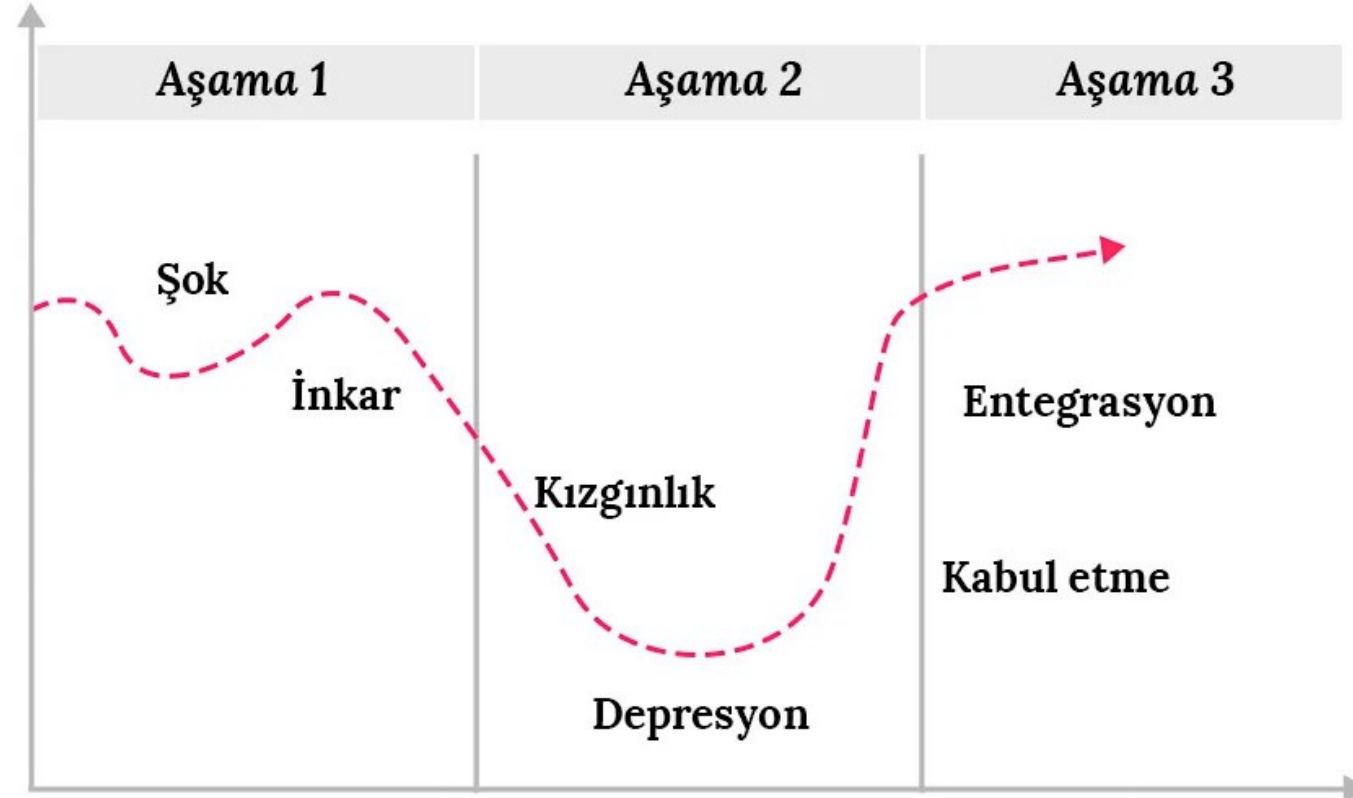
Major Loss and Grief Theories



Kübler-Ross

The 5 Stages of Grief:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance



The Ongoing Bonds Model, Klass, Silverman, Nickman

Basic Assumptions:

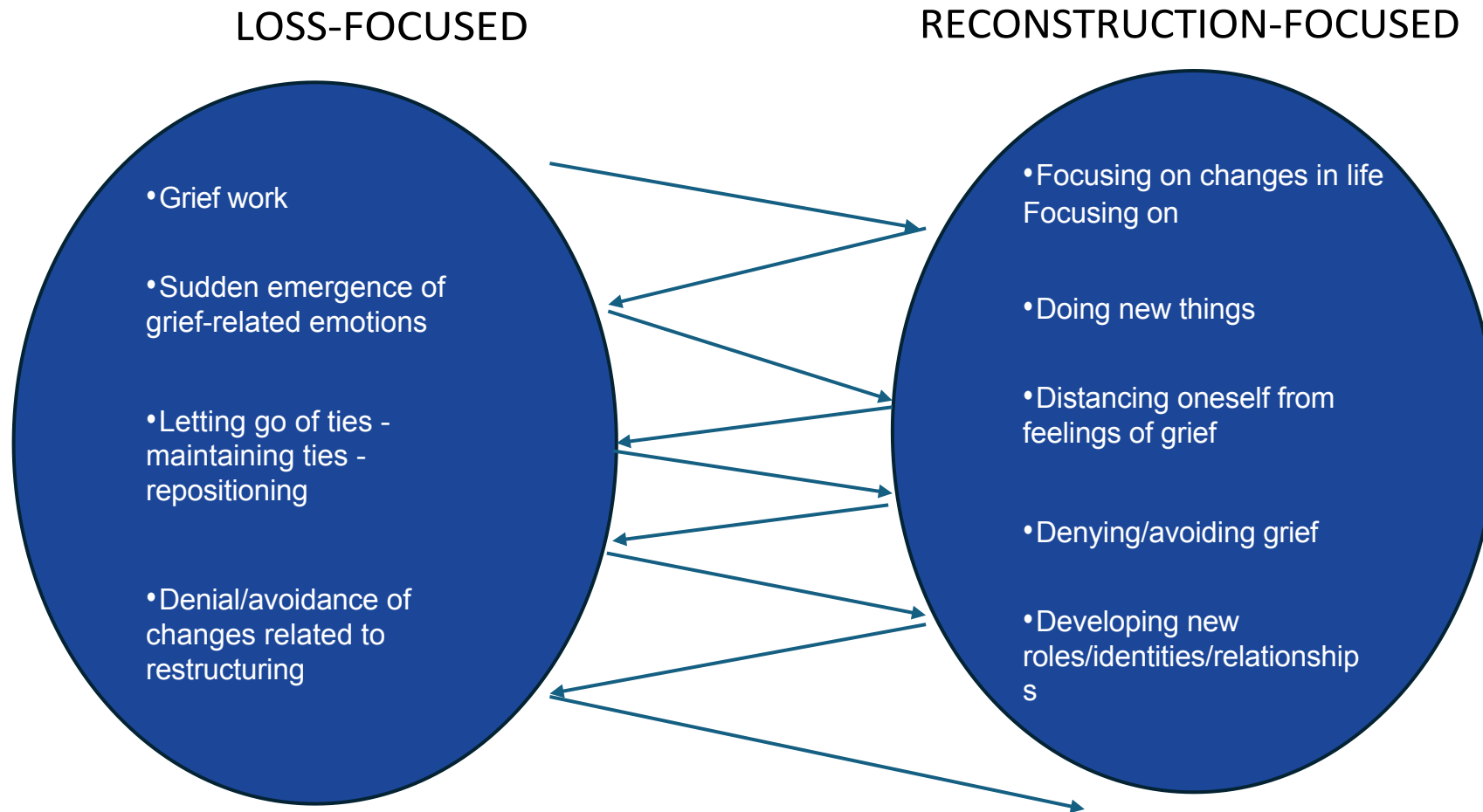
- During the grieving process, a person **can maintain the emotional bond** with the person they have lost.
- This bond **is restructured and takes on a new form** through memories, internal dialogues, rituals, or symbols.
and takes on a new form.
- As the person continues with their life after the loss, they internalize their bonds with those they have lost **as part of their life.**

Why is this important?

- Not everyone may follow the same path when coping with loss. This theory respects **the personal and cultural differences in grief.**
- It is an effective approach, especially for children, individuals who have experienced traumatic losses, or in societies where the bond with the deceased is culturally maintained.

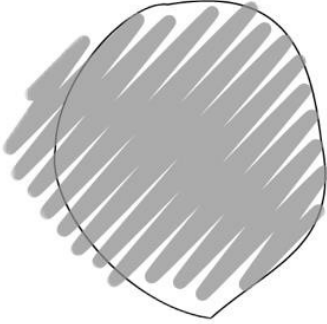


The Dual Process Model of Grief, Stroebe C Schut

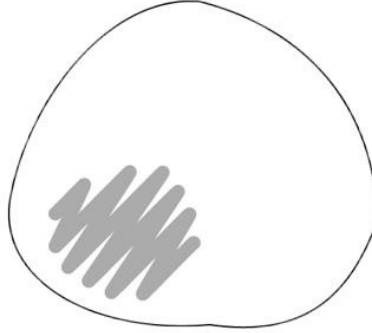


Life grows around grief...

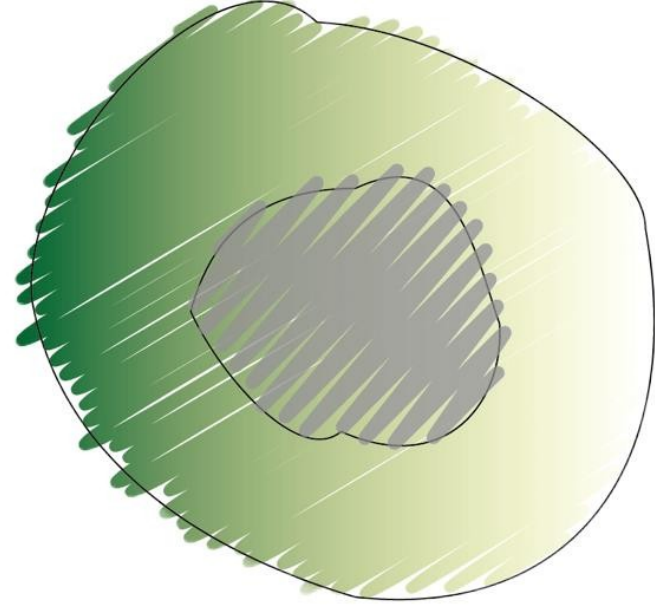
Hayatınızı temsil etmesi için bir daire çizin ve yasınızı temsil etmesi için gölgelendirin.



Birçok insanın sezgisi, yasının zamanla azalacağıdır.



Aslında olan, hayatınızın zamanla yasınız etrafında büyüğüdür.



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Pause



Psychological Flexibility



al al Resilience



Bronfenbrenner: Ecological System Theory

- Ecological Systems Theory argues that an individual's development is shaped not only by internal processes but also through interaction with the systems around them.
- The individual develops within a multi-layered ecology, starting with the environments with which they have direct relationships (family, school) and extending to the cultural structure of society.
- These systems are thought of as interlocking rings, and each can have a protective or risk-creating effect on psychological flexibility.
- In this child-centered model, the microsystem—comprising the actors closest to the child, such as family, school, peer groups, and neighborhood—has the greatest influence on the child.
- Children experience life within and through these systems, and they are influenced by the individuals and relationships within these systems, but also

.

Bronfenbrenner: Ecological System Theory

- Microsystem (innermost)

Areas where the child interacts directly, such as family, caregivers, and school. Traumatic effects are usually first felt here.

- Mesosystem

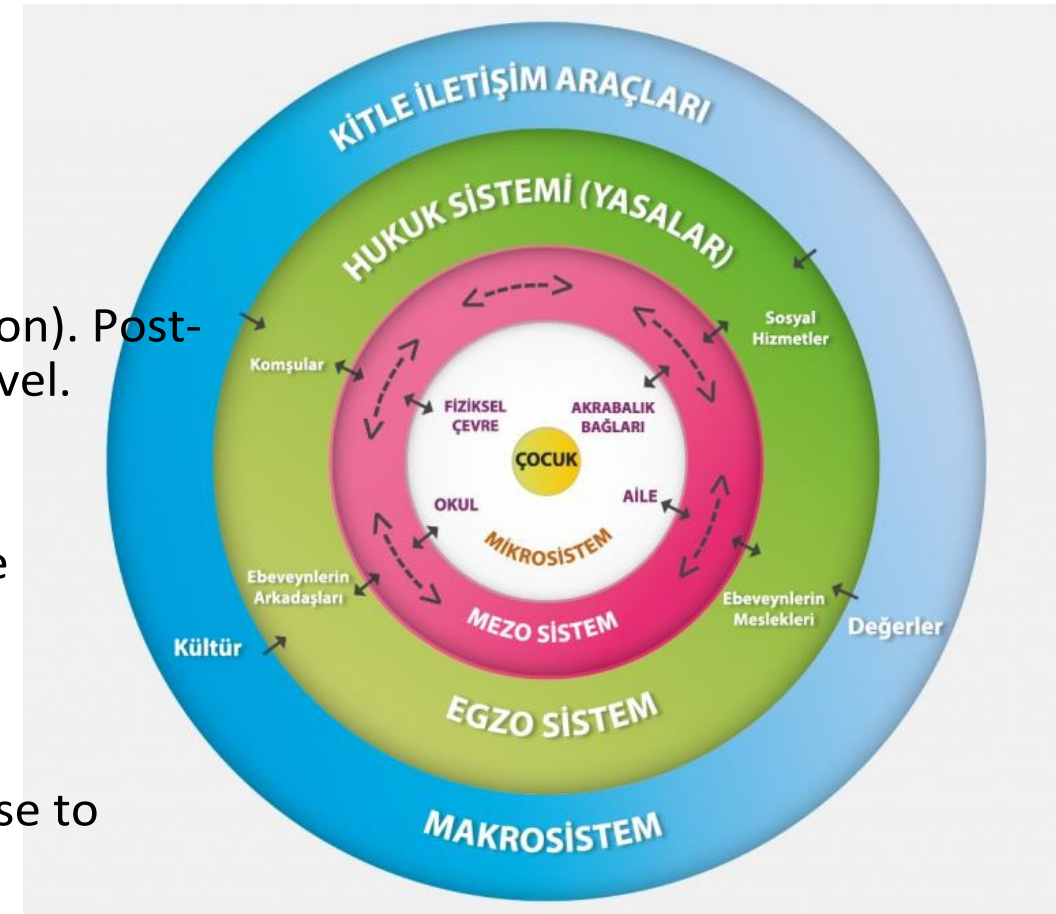
Relationships between microsystems (e.g., family-school cooperation). Post-traumatic coordination/incompatibility may be significant at this level.

- Exosystem

Systems in which the child does not play a role. (Parent's workplace, friends)

- Macrosystem

The cultural structure, values, and laws of society. Society's response to trauma and access to resources determine this level.



Sources of Psychological Resilience

Tablo 1. Psikolojik Sağlamlığın Kaynakları (Grotberg, 1995'ten uyarlanmıştır)

SAHİPLİK (I HAVE): Psikolojik sağlamlığı destekleyen dış kaynaklar	Güven Veren İlişkiler: Etrafımda güvendiğim insanlara sahibim ve onlar beni ne olursa olsun severler.
	Evdeki Kurallar: Benim için sınırlar çizen insanlara sahibim ki böylelikle tehlike ya da problem olmadan ne zaman duracağımı bilirim.
	Rol Modeller: Bana bir şeyleri nasıl doğru yapacağımı, kendi uygulamalarıyla gösteren insanlara sahibim.
	Otonomi için Teşvik: Bir şeyleri kendi kendime yapmayı öğrenmemi isteyen insanlara sahibim.
	Sağlık, Eğitim, Refah ve Güvenlik Hizmetlerine Erişim: Hasta olduğumda, tehlike altındayken ya da öğrenmeye ihtiyacım olduğunda bana yardım eden insanlara sahibim.
DURUM (I AM): Çocuğun içsel ve kişisel güçleri	Sevilebilme ve İnsanlara Hitap Edebilme: İnsanların hoşlanabileceği ve sevebileceği bir insanım.
	Sevecen, Empatik ve Özgecil Olma: Başkaları için bir şeyler yapmaktan ve ilgimi göstermekten dolayı memnunum.
	Benlikten Duyulan Gurur: Kendime ve diğerlerine karşı saygılıyım.
	Otonomi ve Sorumluluk Sahibi Olma: Yaptığım şeylerin sorumluluğunu almaya gönüllüyüm.
	Umut, İnanç ve Güvenle Dolu Olma: Eminim ki her şey yoluna girecek.
YAPABİLİRLİK (I CAN): Sosyal ve insanlar arası beceriler	İletişim Kurabilme: Başkalarıyla beni korkutan ya da rahatsız eden şeyler hakkında konuşabilirim.
	Problem Çözebilme: Yüzleştiğim problemleri çözmek için yollar arayabilirim.
	Duygu ve Dürtü Kontrolü: Doğru veya tehlikeli olmayan bir şey yapmak istediğimde kendimi kontrol edebilirim.
	Kişisel Mizacını ve Başkalarınınkini Anlama: Birisiyle konuşmak ya da eyleme geçmek için doğru zamanı anlayabilirim.

What About Your Psychological Resilience

Why is flexibility important when we step onto the field?

$2+2=?$

Goals and Values

Part I

- Work/Education: Workplace, career, education, talent development
- Relationships: Your emotional relationships, your parents, your children, your relatives, your friends, your colleagues
- Personal Development/Health: Your religious life, spiritual life, creativity, meaning of life, exercise, nutrition, healthy living
- Leisure time: How do you relax and entertain yourself? What do you do to develop your creativity, relax, and unwind?

Examples of values: Happiness, consistency, pride, courage, generosity, being a leader, sincerity, discipline, diligence, adventurousness, friendship, respect, compassion, creativity, forgiveness, politeness, strength.

Part II



Creative Self and Self-Expression Through Art



Creative Art Therapy

- Expressive Arts Therapy mobilizes the mind, body, and creative spirit to promote healing and the development of overall well-being.
- Through a combination of movement, dance, art, and other expressive methods, individuals are encouraged to explore and express their feelings, memories, and bodily sensations related to their traumas.



How Does It Help?

- **Body awareness:** Creates space for noticing sensations and bodily responses.
- **Emotional expression:** Provides a safe and controlled outlet for expression.
- **Self-discovery:** Contributes to transforming traumatic experiences through symbols and images.



Creative Arts and Trauma

Contact

- Art creates a non-threatening communication space for connecting with adolescents.
- Actions such as drawing and leaving marks are consistent with adolescent development.
- Free expression with materials puts the therapeutic process in the adolescent's control.
- Kinesthetic and symbolic language make the inexpressible visible.
- Art involves a sense of "pleasure"; it facilitates sharing and reduces defensiveness.



Creative Art and Psychological Resilience

- Creative expression is a powerful tool that allows adolescents to externalize feelings and thoughts that they cannot put into words.
- This process serves a protective function in terms of coping with stress and supporting psychological resilience.
- Art therapy offers healthier outlets instead of maladaptive forms of expression.
- Workshops, individual art production, and group activities can increase self-confidence, belonging, and well-being.



Creative Art and Psychological Resilience

- Art therapy focuses on **the process (creation) rather than the product.**
- Art therapy enables individuals to express their inner world through images rather than words.
- The creation process is a tool for awareness and transformation.
- The therapist supports the individual in connecting with their unconscious through art.
- Expression → Awareness → Coping → Healing: This creative process supports personal growth and psychological healing.



Thank you for listening!

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