

Good News!

Simple Tools for Resilience, Self-Regulation and Healing

Linda Chamberlain PhD MPH GCFP
Tension and Trauma Release Exercise (TRE) Practitioner
Capacitar Trainer
HeartMath Practitioner
Safe and Sound Protocol Certificate
Guild Certified Feldenkrais Practitioner
Center for Mind-Body Medicine Trainee
iREST Teacher Level One



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Everything is an Invitation

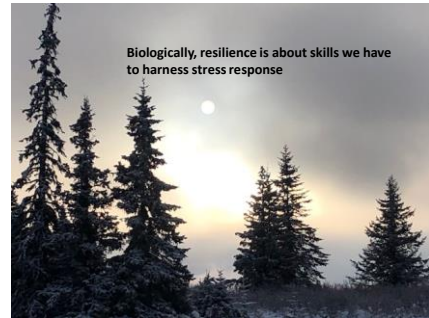
1. Take care of yourself and only do what feels comfortable, appropriate and safe to you
2. Observing is great!
3. Talk with your clinician, therapist or service provider if you have a medical, physical or mental health condition before trying a new practice
4. If you are doing a practice and it doesn't feel OK, stop doing the practice, take a break and reach out for help if needed



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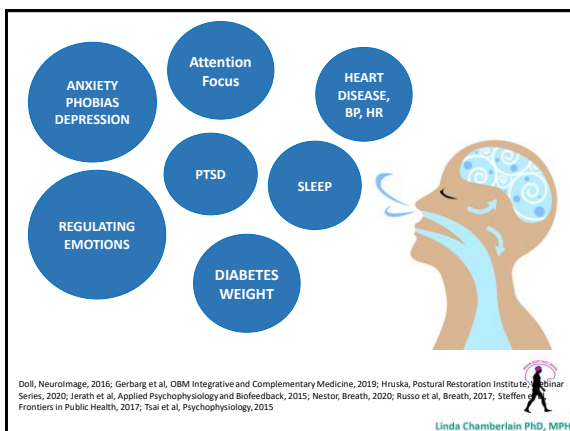
ABILITY TO ADAPT, COPE AND THRIVE THROUGH HARD TIMES = RESILIENCE



Biologically, resilience is about skills we have to harness stress response



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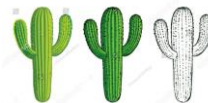
Doll, NeuroImage, 2016; Gerberg et al, OBM Integrative and Complementary Medicine, 2019; Hruska, Postural Restoration Institute Seminar Series, 2020; Ierath et al, Applied Psychophysiology and Biofeedback, 2015; Nestor, Breath, 2020; Russo et al, Breath, 2017; Steffen, Frontiers in Public Health, 2017; Tsai et al, Psychophysiology, 2015



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Cactus Arms Breath

- Raise arms and bend elbows, fingers pointed directly to the ceiling
- Hands open, fingers pointed to ceiling on in-breath; feel the chest become broader (heart opener)
- Hands close, fingers form soft fist on out-breath



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Mouth or Nose?

- Less efficient, faster, non-rhythmic breathing
- Sleep problems
- Dehydrates body
- ↑ stress & anxiety-Sympathetic Nervous System
 - ↑ feelings of social isolation
 - Dysregulation
- Slower inhalation-air is heated & humidified
- ↑ Nitric Oxide dilates airways & blood vessels
 - More Oxygen
- Filters air→ reduces risk of infection
- Calms the Nervous System
 - ↑ Social connection
 - Self-regulation

George Catlin, *Breath of Life*, 1862

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CULTURAL WISDOM



See-non-ty-a, an Iowa Medicine Man, by George Catlin, 1844-45

BREATH of LIFE
or
mal-Respiration,
and its
effects upon the enjoyments & life of man.

By
Geo Catlin

Author of "Notes of Travels amongst the North Amer. Indians."
Ch., Ch., Ch.

George Catlin, *Breath of Life*, 1862

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Congested?

- Make a soft fist with your right hand and place your fist under your left armpit
- Relax your left arm so it is resting on your fist and hold your fist there for a moment or so breathing however is comfortable for you
- Repeat on other side-left hand under right armpit

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Movement to Expand Breath: Seated Cat and Cow

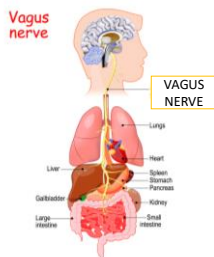
Remember everything is an invitation. Move gently and only do what feels safe and comfortable for you.

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EQUAL LENGTH IN-BREATH AND OUT BREATH

- HeartMath
<https://www.heartmath.com/>
- Coherent Breathing
<https://www.breath-body-mind.com/> Drs. Brown and Gerbarg)
- <https://coherentbreathing.com>
Stephen Elliott)



~3-6 breaths per minute

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Introduction to HeartMath

An Evidence-based System of Techniques and Technologies for Managing Stress, Improving Health and Performance



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HeartMath
INSTITUTE OF HEARTMATH
EVIDENCE-BASED STRESS MANAGEMENT

The Heart-Brain Relationship

- The heart has its own complex nervous system: the "heart brain."
- Heart and brain have an ongoing, two-way dialogue, continuing influencing each other's function.
- The heart sends far more information to the brain than the brain sends to the heart.
- Heart signals especially affect the brain centers involved in strategic thinking, reaction times and self-regulation.

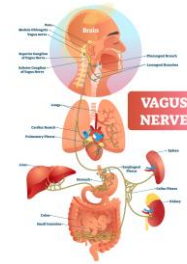


HeartMath
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Heart-Brain Connection

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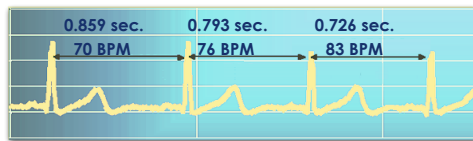
Building Resilience Through the Heart

- Autonomic nervous system (ANS) regulates the heart rate
- Breath modulates the autonomic nervous system
- Heart is speeding up (inhale) and slowing down (exhale) all the time → **Heart Rate Variability (HRV)**



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Heart Rate Variability (HRV) is key measure of cognitive, physical and mental resilience



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Definitions

Heart Rate Variability

- measure of normally occurring beat-to-beat changes in heart rate
 - Pattern of heart-rate accelerations (inhalation) and decelerations (exhalation) is basis of heart rhythm

Heart Coherence

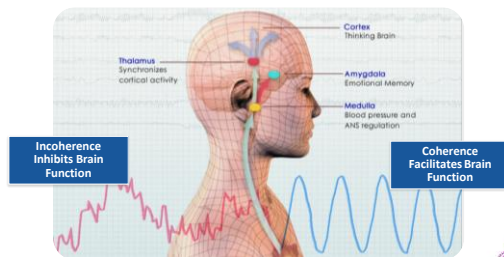


- Optimal physiological state associated with increased cognitive function, self-regulatory capacity, emotional stability and resilience

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Heart Rhythms Directly Affect Physical and Mental Performance

Heart signals affect the brain centers involved in emotional perception, decision making, reaction times, social awareness and the ability to self-regulate.

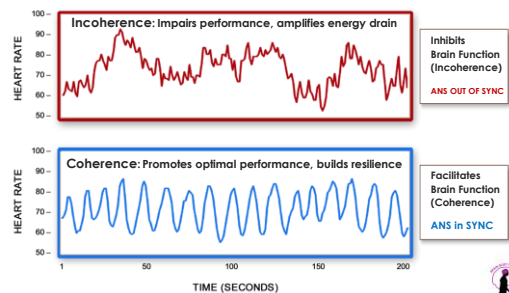


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Emotions and Heart Rhythms

These two heart rhythms belong to same person



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Published Research



- Increased ability to self-regulate (Bradley, 2010; Bedell, 2010)
- Increased calmness and well-being (Friedman, 2000)
- Increased emotional stability (McCarty, 2001)
- Improved hormonal balance (McCarty, 1998)
- Reduced anxiety and stress (Dunster, 2010)
- Increased ability to focus (Lloyd, 2010; Ginsberg, 2010)
- Increased ability to manage pain (Berry et al., 2014)



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QUICK COHERENCE BREATHING

1. Focus your attention on your heart
2. Imagine your breath flowing in and out through your heart as you inhale to the count of 5 and exhale to count of 5
3. Focus on a positive feeling such as gratitude or care for someone or something in your life



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THE SUNSHINE SECRET
Interactive E-Learning, Ages 3-7,
home or school
Recognize, express & self-
regulate emotions & behaviors



Age 4 and older & parents



Inner Balance™ app
and sensor for iDevices

www.heartmath.org

School
Curriculum



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Can This Help When I Wear a Mask?



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Capacitar International

- Popular education approach
- Tools and Skills for self-care, healing and well-being
- Draws from many cultures and new science
- Worldwide network for healing in over 40 countries and translated in more than 20 languages

Each person comes to the learning process with the wisdom of their own experience on which they can build. Part of what people bring is the innate wisdom of their body.

Capacitar: A Multicultural Education Approach to Transforming Trauma

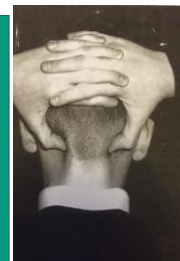


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Acupressure:

Emotional Heaviness and Stress

1. Interlace fingers
2. Hands on back of head
3. Thumbs at base of skull at each side of head



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Nausea-2 finger widths away from wrist joint, between bones on each side of forearm



Stomach Hurts



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Capacitor in Afghanistan



Acupressure points to relieve stress



Fingerholds to manage emotions

HOLDS



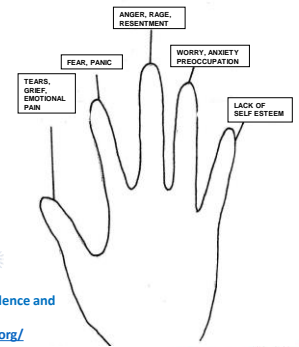
HEAD HOLD



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Fingerholds for Managing Stress and Emotions

- Simple technique that combines breath work and holding each finger
- Practicing fingerholds can help with emotional literacy to manage emotions and stress
- Used with adults and children
- Done by yourself or with another person



National Center on Trauma, Domestic Violence and Mental Health
<http://www.nationalcenterdvtraumamh.org/>

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"People who are severely traumatized have a hard time learning so it's ironic we have them sitting in groups, week after week, expecting them to listen and learn....we need skill-based healing, tools...."

James Encinas, Intervention Groups, California



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Tension and Trauma Releasing Exercise (TRE) and Story

- Self-regulation technique
- Activate natural reflexes to release muscle patterns of stress & tension
- This exercise (adapted for classroom):
 - ↑ body awareness
 - Dampen stress response
 - Prime brain for learning

Inhale when you squeeze then exhale, release and following with shaking

- Arms up in air, drop hands, exhale & shake it out
- Hands on top of head, squeeze scalp, drop hands, exhale & shake
- Cheeks
- Arms over chest & squeeze upper arms
- Squeeze left forearm with right hand; squeeze right forearm with left hand
- Intertwine fingers of both hands and squeeze one another....

Eyes are Never Quiet, Listening Beneath the Behaviors of Our Most Troubled Students, Desautel & McKnight, 2019



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Shake It Out!

Tension & Trauma Releasing Exercises (TRE #1)

- Dissipates tension to recalibrate nervous system
- Naturally way to release stress (watch animals!)
- We get stuck in muscle tension patterns
- TRE releases muscles that contract under stress & Fight/Flight/Freeze Response

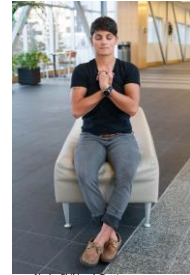


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SWITCHING

Cross-lateral Movement

- Cross-lateral movements help to focus and balance brain
- Cross **left** ankle over **right** ankle
- Extend arms, back of hands touching with thumbs pointing down
- Cross **right** hand over **left** hand & interlace fingers
- Bring hands to center of chest
- Touch tip of tongue to touch upper front teeth and breathe deeply



Alaska Children's Trust



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Tapping-In Basic Process: Peace and Calm

- Quiet place and begin with **grounded** breathing
- Bring to mind your positive resource memory, experience, your imagination---a place where you feel peaceful
- Imagine the resource and engage your senses to bring details alive
- When you have a strong sense of the resource, begin to tap on your knees right-left, right-left...6 to 12 times, then stop and check-in
- If it feels positive and the resource is strengthening, you can tap again; if not entirely positive, stop and consider trying a different resource

From Tapping In, Laurel Parnell

Used to reduce anxiety and depression, improve sleep, help with performance & creativity and heal trauma



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EMOTIONAL FREEDOM TECHNIQUE (EFT)/TAPPING



<http://battletap.org/Protocol.aspx>



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How Is It Done?

- Focusing on an emotion, sensation or memory related to issue you choose and tapping on prescribed set of acupoints
- Before and after each round of tapping, rate problem on SUD Scale (*Subjective Units of Distress*, Wolpe)
- Process begins with Set-Up Statement that pairs problem you identify (exposure) with self-affirmation (cognitive restructuring)



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How Does it Work?

- Tapping acupoints reconditions brain with positive association → sends calming signals to brain
 - derails stress response loop
 - ↓cortisol levels
 - Reverse epigenetic effects of PTSD

EFT mitigate stress-related hormonal states, produces electrical signals that disrupt neurological underpinnings of psychological systems and facilitates shifts in gene expression associated with improved physical and mental health (Feinstein D, 2018; Stapleton P, 2019)

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Evidence and Applications

- Over 100 clinical outcome studies-over half are RCTs
- Meta-analyses for treating anxiety disorders, depression and PTSD have large effect sizes
- Veterans Administration approved in 2017

Used to address:

- Stress
- Test anxiety
- Athletic performance
- Phobias
- Chronic pain & inflammation
- Addiction

Peer-reviewed research available at:
<https://www.eftuniverse.com/research-studies/eft-research>

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Set-Up Statement

YOUTH/ADULT: *Even though I have (name of feeling or problem), I deeply and completely accept myself.*

- *Even though I'm have a hard time in X class,*
- *Even though I can't stop thinking about X*
- *Even though it's hard to fill my lungs*

CHILDREN: Even though (Jackie hit me... etc), I'm okay.

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EFT Practice (Youth/Adults)

- Choose issue to work on
- Measure level of discomfort on SUD scale of 0-10 (0= no discomfort and 10=extreme discomfort)
- Create REMINDER PHRASE to use while tapping
- KARATE CHOP AND SET-UP STATEMENT:
Tap side of hand while repeating to yourself (X3):
"Even though I ... (name issue ex. the argument I had this morning with Avery), I deeply and completely accept myself."
- Tap each point ~ 9-10 times while thinking of reminder phrase (ex. "argument with Avery")
- After each round, check-in on where you are on SUD scale, repeat practice until score of 1-2



SUD= Subjective Units of Discomfort

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Scripting for Children/Youth



**For younger children, quick shift to positive—I am learning ways to help myself, I know I can do this... see sample scripts*

<http://www.tappingsolutionfoundation.org/tapping-teachers-students/>

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Sample Script for Children: worried about test/school work

"Karate Chop" while repeated 3x: *Even though I am worried about my work, I am okay.*

- | | |
|---------------------|---|
| Eye brow: | <i>I want to do well</i> |
| Side eye: | <i>I feel butterflies in my stomach</i> |
| Under Eye: | <i>So worried about my work</i> |
| Under Nose: | <i>I'll be okay</i> |
| Lower Chin: | <i>I can learn something new</i> |
| Collarbone: | <i>People will help me do my best</i> |
| Under Arm: | <i>I'm a hard worker</i> |
| Top of Head: | <i>I'm a good kid and I'm okay</i> |

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Holding Up the Sky & Touching Earth and Sky



Alaska's Children's Trust



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SPECIAL PLACE IMAGERY/VISUALIZATION

Focusing the mind on healing images can lead to physiological changes in the brain and body

<https://sesamestreetincommunities.org>



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My Safe Place

[Print](#)
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Help kids bring their own safe imaginations to make a safe place inside a colorful drawing. There's a guide to guide them through the steps.

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Help kids bring their own safe imaginations to make a safe place inside a colorful drawing. There's a guide to guide them through the steps.

1. Get Ready

- Give your child a safe place to sit.

2. Imagine

- Imagine you are in a safe place. What does it look like? What does it feel like? What does it smell like? What does it taste like? What does it sound like? What does it feel like? What does it smell like? What does it taste like? What does it sound like?

3. Notice

- What does it look like? What does it feel like? What does it smell like? What does it taste like? What does it sound like?

4. Come Back Slowly

- When you are done, take your child back to the safe place.

The illustrations are by Linda Chamberlain.

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Q & A & Discussion



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