

# The Lion Program

[www.theliontheoryproject.com](http://www.theliontheoryproject.com)

Past Childhood Trauma Program



## **Aims of the program:**

- # Promoting social inclusion.
- # Fostering positive resilient pathways.
- # Positive problem solving through setting realistic goals and targets.
- # Promoting social diversity within the group work.
- # Promoting wellbeing and positive mental health.
- # Seeing mental and physical scars in a positive light.
- # Working together as a group to achieve the above set aims.

## **Principles the group will follow:**

To follow all policies and guidelines set out by The Lion Theory Project when working with service users.

To follow the recommendations set out in Tim Chapmans Butterfly theory framework, when using the trauma life chart which are to:

Understand that to make progress one must go two steps forward and take four steps back to enable it.

To expect emotional outbursts within the group setting and to be accountable for one's actions.

## **Tools the group will use:**

Trauma life charts. This is a simple tool that is numbered to match the life span of the group and used to pinpoint events that have caused trauma.

a simple ticking system. Normally one would start off with one major event and build up to two.

### **We would use this tool to:**

\*Look at the lessons we could learn from the event. As every event whether bad or good has something we can take from it.

\*Seek to find the positives within trauma.

### **Also, to pin point the trauma on the brains 5 development stages**

\*Looking at the nervous system punning (changes in sensory pathways) 2 to 10

Looking at the sensory development alongside the nervous system development.

\*Looking at the brain in puberty and childhood effects due to trauma

## **Emotion books.**

This is a blank exercise book in which the individual writes down their emotions. The book is not to be shown within the group, but to be kept private by the individual.

The service users will personalize their own emotion books. **Simple way to process feelings**

## **Online Blog**

To store homework, tools and information. Service users will be asked to pick coping skills and to look at tools within the blog as homework.

## **Mirror tool.**

To be used at the end of each session.

I am brave,

I am Strong

Hear my roar.

## **Personalized coping tool kit**

**All** students will make their own personalized coping tool kit, using coping skills and tips found in the online blog. Using a cardboard box of their choice.

## **Why is it called the Lion Program?**

The **lion** is a bold and **brave** animal, who carry their life scars with **pride**. They are **free** thinking and **independent** and know no **fear**. They are **wise** and choose not to listen to everyone else's **drum** but to play their own. They are **not afraid** to try new things and are not afraid to **walk alone** and stand up for what they **believe** is right.

**(the behaviours we want to create within the service user)**

## **The development time line the program will target.**

The program will target the effects the trauma has had on behaviour on the development **stages of the brain**, which will be as followed:

### **1. Stage One: 0-10 Months**

During this stage, the brain grows at a rapid pace, developing the essential structures and systems that support survival and physical growth. The cerebral cortex, which is responsible for complex thinking, planning, and sensory perception, begins to form during this period.

### **2.**

### **Stage Two: 10 Months-2 Years**

In this stage, the brain continues to grow, and new neurons and synapses are formed at an incredible rate. The prefrontal cortex, which is responsible for decision-making, self-control, and social behavior, also begins to develop.

3.

### **Stage Three: 2-6 Years**

During this stage, the growth rate of the brain slows down, and the focus shifts to refining existing neural connections and networks. The development of the prefrontal cortex continues, and language and social skills flourish.

4.

### **Stage Four: 6-8 Years**

At this stage, the brain undergoes pruning, where weak or unused neural connections are eliminated to increase efficiency. A child's cognitive skills, such as problem-solving and decision-making, become more sophisticated.

### **5 Stage Five: 8-25 Years**

The final stage of brain development involves maturation and stabilization of the prefrontal cortex. A child's executive functions, such as planning, organizing, and thinking abstractly, become fully developed.

### **And compare against the following stages throughout the program:**

Piaget believed that newborn babies have a small number of innate schemas - even before they have had many opportunities to experience the world. These neonatal schemas are the cognitive structures underlying innate reflexes. These reflexes are genetically programmed into us.

### **Equilibration –**

This is the force which moves development along. Piaget believed that cognitive development did not progress at a steady rate, but rather in leaps and bounds:

**Sensorimotor Stage** (Birth-2 yrs) The main achievement during this stage is Object Permanence - knowing that an object still exists, even if it is hidden. It requires the ability to form a mental representation (i.e., a schema) of the object

**Preoperational Stage (2-7 years)** During this stage, young children can think about things symbolically. This is the ability to make one thing - a word or an object - stand for something other than itself. Thinking is still egocentric, and the infant has difficulty taking the viewpoint of others

**Concrete Operational Stage (7-11 years)** Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or operational thought;

## The 6-week lion program:

### Week One:

- \* Aims and goals the group will work towards.
- \* What the Lion program seeks to change in our behaviour. The difference between us and normal programs. Lived in experience
- \* What is a behaviourist
- \* Behavioural skills explained.
- \* Behavioural patterns explained.
- \* Looking at the difference between childhood and adult trauma and how the brain reacts
- \* \*What is childhood trauma, what is it to you in one word.
- \* **Cognitive test** - dyslexic pathways, do they know they're left from right, spelling. Numbers. Mixing up of facial expression, sounding out of words, clumsy.: To see the trauma cognitive pathways  
scoring out of 3

\* **Sensory test** to deem level of anxiety, social dissociation, sensory overload. Lack of pain etc. Touch, feel, smell, hear: to see the sensory pathways.

Scoring out of 3.

\* **Irritable bowel syndrome** and childhood trauma link. link to gut, sensory nervous system

\*14 behavioural traits of childhood trauma.

\*Importance of understanding why we behaviour the way we do.

\*Making a personalized **coping skills tool box**

\*Self-care contract to ourselves

\*Learning to live with trauma

\*Looking at how we fit into society,

## **Week Two.**

\* Our core beliefs and values. What makes us, what we stand for

\* When we people think we are lying, having the confidence to use our voice.

\* Learning to see other people's point of view and feeling.

\* What is the trauma resilience tool and how it works. Looking at the positives within the behaviour and how it has made us grow.

\* The ABC tool, social cognitive tool, looking at the behaviour around how we interact with other people. How to live with rules in society,

\* Panic attacks coping skills

\* The loner effect, social dissociation and the need to mix with people. Looking at our social connection with the world. The in our own bubble effect.

- \*Looking at how we can improve our social cues, knowing how to react in correct why.
- \*Perfectionist, learning to live with our flaws, faults and all. Need for order in everything, seeing our own faults. Over critical on ourselves.
- \* Not being able to processing emotions and how we feel, **emotion books**\* self-destructive behaviours. why we do it.
- \* self-sabotage when things seem too safe and things are going to well.
- \*How to use positive thinking as a tool. Turning negative into positives
- \*Learning how to be happy with what we have in life. Not looking at what we don't have.
- \*Pacing, racing minds, sensory overload
- \* Look at labels and why society tend to label other people and seek to see why judging and labelling a person is a negative behaviour. (Removing the labels.) Looking at what names we have been called and how it made us feel.
- \* Looking at the changes in the Autism and ADHD pathways in trauma.
- \* Sensory nervous system and reaction to trauma during development and effects it has on our behaviour in later life and why it is so important to focus on our sensory
- \* Looking at the Vagues nerve and its response in trauma.
- \* Complexly **traumatized** youth frequently suffer from body dysregulation, meaning they over-respond or under-respond to sensory stimuli. For example, they may be hypersensitive to sounds, smells, touch or light, or they may suffer from aesthesia and analgesia, in which they are unaware of pain, touch, or internal physical sensations.
- \* The Mirror tool. Building our confidence.



## Week 3

\*Look at why life throws barriers at us to overcome. And how it makes us stronger.

\*Pain threshold, inability to feel pain

\*How we have already over coming barriers and the bouncing ball effect.

\*Screaming head Inner rage and how we react to people. Anger coping skills.

\*The blacking out and learning to control the beast. Sensory meltdown explained and coping skills, how it affects the people around us.

\*Lack of fear, risk taking (no fear, no pain the adrelin rush)

\*Fear of taking risks when we are in relationships

\*The lying we do to cover our past or telling half a story and leaving out the bad.

\*Educational attachment and trauma.

\*Need for order.

\*Analytical problem solving

\*Learning to be honest with ourselves and see we are worth it

\* Breathing tools and how they calm down our mind and body.

\* Learning how to slow down our brains. Brain dumping, relaxation

\*Learning how to stay humble when we have been dealt a bad set of cards. (Seeking to look at that negative aspect that self-pity can create.)

\*Looking at how life events build our resilience levels up. Seeing the positivise.

\*Looking at the brain during the trauma period.

\*Memory loss around the trauma, the brains protective response.

\*Loss of time in our memory of the past.

\* Trauma ADHD explained. i.e. masking hyper unlike ADHD

\*Promoting healthy sleep. the 3 am PTSD hour

\*Learning how to self-reflect and look at our behaviour and be accountable for it.

\*Being accountable for our own mental health, everyone has one. Learning to self-care

\*Negative impact of social media, learning to cut the outside world out for time out when required.

## **Week 4**

\*Learnt behaviour and our relationship with the world around us during childhood. Negative behaviour we learn from our social interact with the world and our care givers and the effect it has on us.

\*Breaking the cycle of trauma in families.

\*The need for approval from our care giver, etc,

\*Authorisms reaction and seeking to remove the barrier in behaviour, why we do not like being told what to do #. Example the police, social worker, anyone.

\*How we react to fear and the rat attack created within our behaviour when cornered.

\*Looking at triggers. Understanding our own triggers.

\*Emotion meltdowns. Looking at how we process emotions. How it affects the people around us.

\*Heighted smell, noise, taste. Feel... triggers

\*Delays in learning to talk, in trauma is at infant. Not being able to say certain words

\*Dyslexic pathways, spelling etc. Why do some many of us have this condition and why some have it worse depending on length of trauma.

\*Feeling powerless, when you don't have control. Taking back control.

\*Looking at self-blame and the negative effect it has on our lives and social interaction with the world around us.

\*Trauma life chart explained.

\*Importance of process our emotions and not letting them build up to pressure point time.

\*Over Eating addiction and under eating,

\*Effects on **puberty in childhood trauma.**

**Delayed puberty** in eating disorders When an eating disorder starts in early years, it can alter the hormones involved in puberty and growth. Puberty may be delayed. This also includes children who have had limited food through neglect.

The **Accelerations puberty** effect in childhood trauma

\*Obsessive pathways. With objects and sometimes people or behaviours.

\*Doing the same mistake and thinking it will end up right.

\*Collecting things and hoarding.

\*Hiding food, learning over ways of feeling safe.

\*Wobbly ladder effect, when we look back at our past.

\*The recall effect: How traumatic events can bring back the past

\*OCD the need for everything to be clean to feel safe and also unplugging of plugs, the checking etc.

\*The messy trait and how we like things where they should be even if it's a mess

\*What are coping skills.

\*Functional; neurological disorder. (the age frame of 0 to 10 when the nervous system pruning) Sensory disturbance, sensory changes, Sensory nervous system development

- \*Self-harm and the need to feel. Self-harming prevention plans and coping skills. The mighty.
- \* Processing of emotions. The struggle, learning to reflect on our thoughts and feelings and how it affects us and the people around us.
- \*Manipulation: playing the system. Acting dumb
- \*Looking at sleep terror and the link towards trauma.
- \*Sleep guided mediation. Sleep Hygiene.
- \*Trying new sensory skills that make us feel safe what we feel safe to touch, safe smell and safe taste.
- \*Focused mediation. Take 5 mindfulness
- \*Looking at all addiction. Jumping to and from different addictions.
- \* Sensory **Nervous** system during childhood. The sensory changing process and effects on the nervous system
- \*Anxiety coping skills

## **Week 5**

- \* Pandoras box theory. (The replaying of memories and their effect.) our brains protection PTSD grounding tips
- \* Sensory pathways and triggers and how memories can be triggered by smell, sound, touch and taste. heightened or low
- \* The three disorders of childhood trauma, conduct, attachment and PTSD explained
- \* Personality identity and the link with dissociation.
- \* As females are more likely to endure sexual abuse, this could explain why BPD appears to be more common in females. Moreover, female teenagers with BPD, who did not experience symptom remission within 4

years of their initial symptoms, were significantly more likely to have experienced childhood sexual abuse.

- \* Looking how we process information, delayed thought process
- \* Learning how to break down the wall barriers we put around our self to protect ourselves from harm.
- \* Learning how to make informed decisions.
- \* Understanding why we push other people's buttons and understanding the need, as to why we must get a reaction from them to feel safe.
- \* Understanding why using a front or mask to prevent people getting close to us, will negatively affect our relationships with other people.
- \* Control and the need to control our social micro system and the people within it.
- \* Looking at why setting everyday goals is important in preventing escapism.
- \* Relationships, how it affects our choice in partners and how we behaviour in a relationship.
- \* 6 stages of flight or flight.
- \* Inward and outward behaviour explained. males display outwards, female inwards due to hormones.
- \* \*Male (outwards): post-Fight or flight reaction
- \* Women(inwards): post-fight or flight reaction: tend or friend
- \* Lack of Boundaries... and why we need them. For healthy relationship and friendships.
- \* People pleasing,
- \* Social Anxiety. Sensory reactions and breathing, B12, focusing our minds.
- \* Ways of coping with sensory overload: i.e. headphones, adult colouring, anxiety lights and blankets. Walk, boxing.

- \* Desensitize explained. Example of this, when people say the same thing about you, you start to believe them.
- \* Disassociation explained, the walls. Around the trauma and ourselves. The day dreaming effect.
- \* The pleasing of care givers to win approval
- \* Rocking, foot rocking, tics, what's your trait.
- \* Learning to talk about your feelings and why it is important.
- \* The importance to cry.
- \* Misreading of facial reading explained. example seeing fear facial expression as a dirty look.
- \* Avoiding sensory overload. the importance to look after our sensory, nervous and gut.
- \* Goodbye letter to trauma.
- \* Avoidance behaviour.
- \* Walking on egg shells fear... hyper. Sensory overload.

## **Week 6**

- \* What we are grateful for
- \* Learning to set life goals and targets in everyday life.
- Looking at our dreams, who we want to be in 10 years' time and how we will achieve this.
- \* The importance of parenting course, when we have children.
- \* Everyday skill learning, skills we didn't learn.
- \* Looking at the link between Faith and positive mental health.
- \* Looking at self-worth and learning to love the person we are.

- \* The “P.J theory” and how it works. (Learning not to care what other people think in a positive way.)
- \* How we see ourselves, seeing the positive of trauma and how it has made us stronger.
- \* Looking at what we have learnt about ourselves.
- \* Learning to grow.
- \* The fu\*k it lists.
- \***Reflection/ feedback.**