The Lion Program

www.theliontheoryproject.com

Past Childhood Trauma Recovery

The program targets the negative behaviour in the trauma with cognitive and sensory tools.

The 6-week lion program:

Week One:

* **Aims and goals** the program will work towards.

* **What the Lion program seeks to change in our behaviour**. The difference between us and normal programs. Lived in experience

* **Looking at the difference between childhood and adult trauma.**

* **The dual Autism and ADHD weighting scale** in the foundation of our behaviour.

* **The effects of female and male hormones on the scale** and how it produces outwards (male) higher ADHD levels and (female) inwards higher levels of Autism.

* **Biology of childhood trauma**

* **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

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

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

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

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

***Learning to live with trauma**

Week Two.

* **Our Identities: who we are as a person,** core beliefs and valves. What makes us, what we stand for

* **Learning to ask for help** and accept help when needed.

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

* **Impulsive behaviour.** Act then think later

* **Crisis, think, Feel, React.**

* **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,

* **consequences** of **actions**, including **cause** and effect, decision making, and outcome evaluation, to understand the impact of choices on personal and societal responsibility

* **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. Knowing we are good enough.

* **self-sabotage** when things seem too safe and things are going to well

***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.

* **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.

* **Attachment.** Effects of negative attachment and positive attachment.

* **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.

***Aggression outlets**

***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 Adrein 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**

***Need for order.** Things on time etc.

***Analytical problem solving or creativity high levels within us.**

***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.)

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

* **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 growing up 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. If we are told me can do something, we will do it a Millon times better

***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 in a crisis. Taking back control.

*__Looking at self-blame__ and the negative effect it has on our lives and social interaction with the world around us

*__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 in brain development,__ Opening of disorders.

__Delayed in 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 neglection.

* __Accelerations in puberty__ effect in childhood trauma

*__Obsessive pathways__. With objects and sometimes people or behaviours.

*__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

*__Regression__ to past behaviour in crisis, old behaviour.

*__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 patterns.__ Sleep Hygiene.

*__Trying new sensory skills__ that make us feel safe what we feel safe to touch, safe small and safe taste.

*__Focused mediation.__

*__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__: the body's natural defence

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. heighted or low

* __The three disorders of childhood trauma__, conduct, attachment and PTSD explained

* __Personality identity__ and the link with dissociation.

*__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**, learning how to put ourselves first.

* **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,

* **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 and how we will achieve this.

*__The importance of parenting course__, when we have children.

*__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.**

*Reflection/ feedback.