



Fostering Well-Being and Self-Sufficiency: The Neurobiology of Crisis Planning

Many of the crises experienced by youth are influenced by the stage of brain development and history of trauma. In order to get through the immediate crisis and to foster well-being in the future, it helps to understand the interaction between the brain and behavior. Crisis planning becomes more effective when the de-escalation strategies meet the developmental level of the youth in crisis. This training is aimed at making those connections when crisis planning for youth.

Learning Objectives:

1. Understand key aspects of how crisis/trauma impacts brain development and functioning (and thus behavior).
2. Learn how the brain is organized, the operations of its major systems, and how those systems work together for well-being and efficiency.
3. Understand the cognitive process and its development, why it is central to the crisis/trauma experience, and the role of crisis planning in supporting cognitive coping.
4. Understand the importance of growth, well-being, and self-sufficiency as vital aspects of moving beyond crisis/trauma.

Performance Outcomes:

1. Able to explain several ways crisis/trauma impacts brain and behavior.
2. Able to more thoroughly evaluate the nature and severity of a client's trauma/crisis experience.
3. Able to name the four major brain systems, state one to two primary functions for each, and explain how trauma/crisis experiences influence those functions.
4. Able to explain how persons become overwhelmed by trauma/crisis and what it means for crisis planning.
5. Able to make fostering growth, well-being, and self-sufficiency a part of crisis planning.