

# WELCOME!



## PLEASE NOTE:

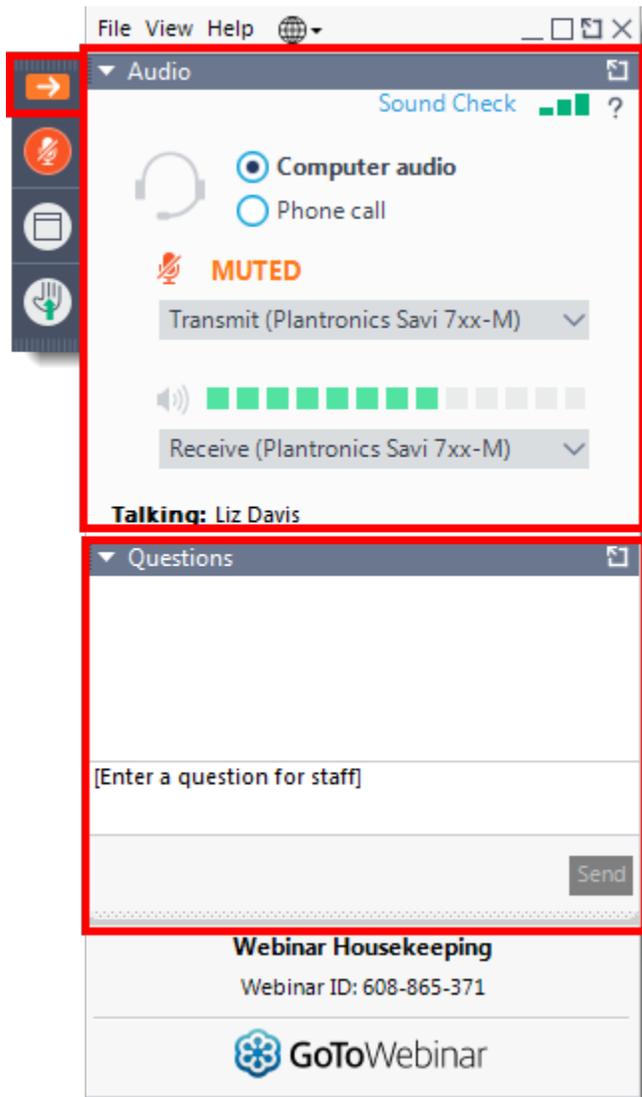
- Attendees are on mute
- Feel free to use the Questions panel for comments and questions
  - This webinar is being recorded
  - Handouts will be provided

If you attend the entire 60 min of presentation and need a certificate of attendance, please request one by emailing [Lisa.Mathey@FormedFamiliesForward.org](mailto:Lisa.Mathey@FormedFamiliesForward.org)

Take a few deeps breaths, get comfortable and we hope you enjoy this presentation

May 18, 2020

# GoToWebinar Housekeeping: Attendee Participation



## Your Participation

Open and close your control panel

Join audio:

- Choose **Mic & Speakers** to use VoIP
- Choose **Telephone** and dial using the information provided

Submit questions and comments via the Questions panel

**Note:** Today's presentation is being recorded and will be provided within 48 hours.



# About Us

We're in the trenches with you

Between us, we have:

3 Careers

Just over half dozen kids

We all have families impacted by special needs

Jenna White

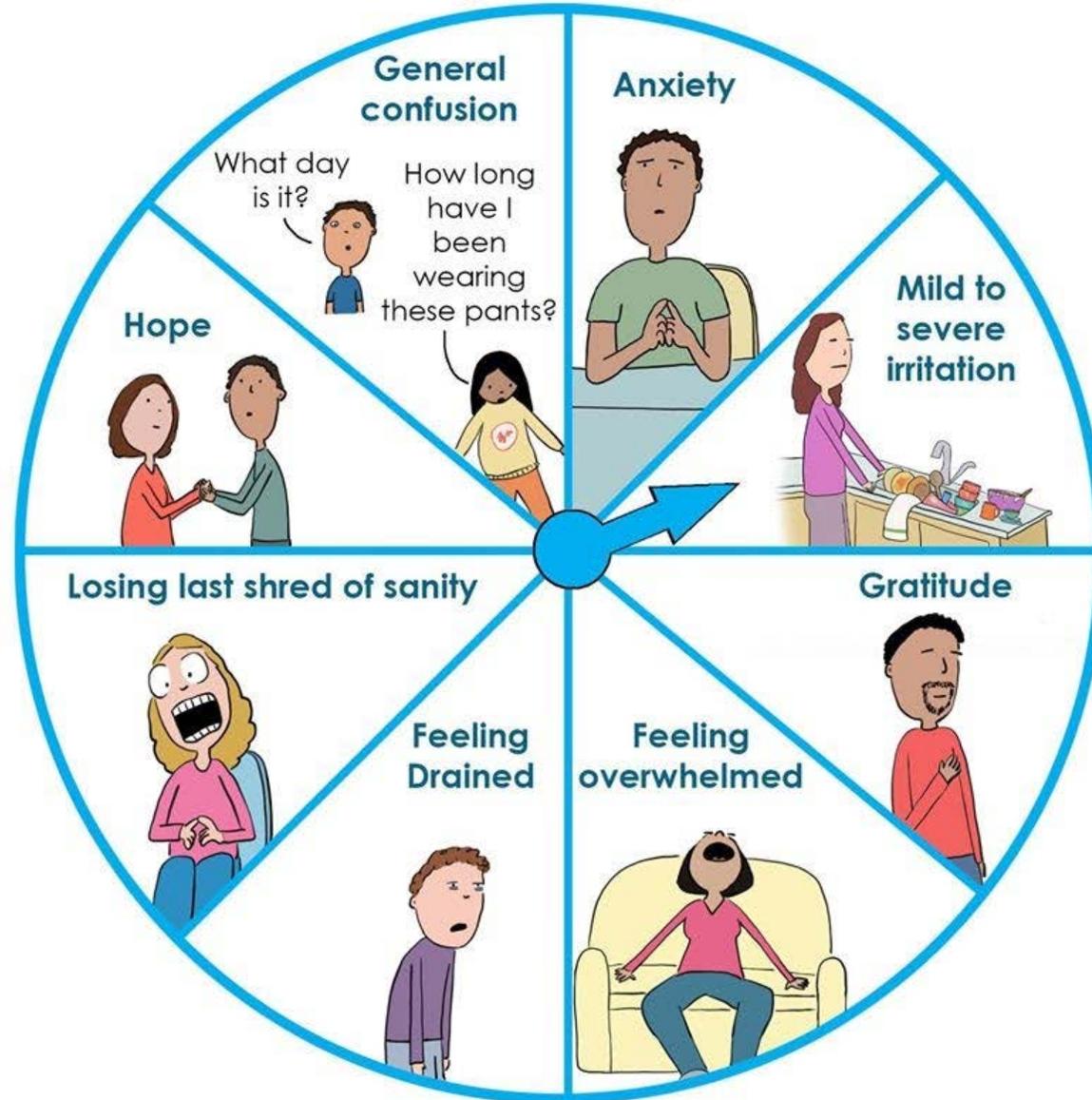
Beth Spivack

Kelly Henderson



# Mental States You May Experience Today

©Adrienne Hedger [www.HedgerHumor.com](http://www.HedgerHumor.com)



# OKAY, LISTEN UP, TEAM

- None of our kids listen
- We're all annoyed a lot
- We all get angry more than we think we should
- We all kick ourselves for not doing more
- We're all doing a ton of guessing and hoping it passes for parenting
- We all wonder if it's \*THIS\* hard for anyone else

DON'T FOR A SECOND THINK YOU'RE

NOT A DAMN GOOD PARENT. YOU ARE.

YES, I MEAN YOU.

...

As Kate Would Have It

@katewouldhaveit

# What Advice Have You Gotten So Far for Parenting during a Pandemic?



- a) Do more!
- b) Do less!
- c) Do Everything!
- d) Do Nothing!
- e) All of the above
- f) None of the above

# Presentation Overview

PART I. The Wiring Underneath

PART II. Reacting to Stress- What's Your Range?

PART III. Help and Hope

SUPPORTING FAMILIES DURING COVID-19

## Practice Self-Compassion

This situation is new to all of us. No one knows all of the answers. We need to have realistic expectations for ourselves in this strange time:

- ▶ Forgive yourself for making mistakes
- ▶ Accept that you won't have all the answers
- ▶ Remind yourself you're doing your best



Dr. Regine Galanti

@reginegalanti

You're not homeschooling: you're helping your kids through a crisis while hoping they learn something

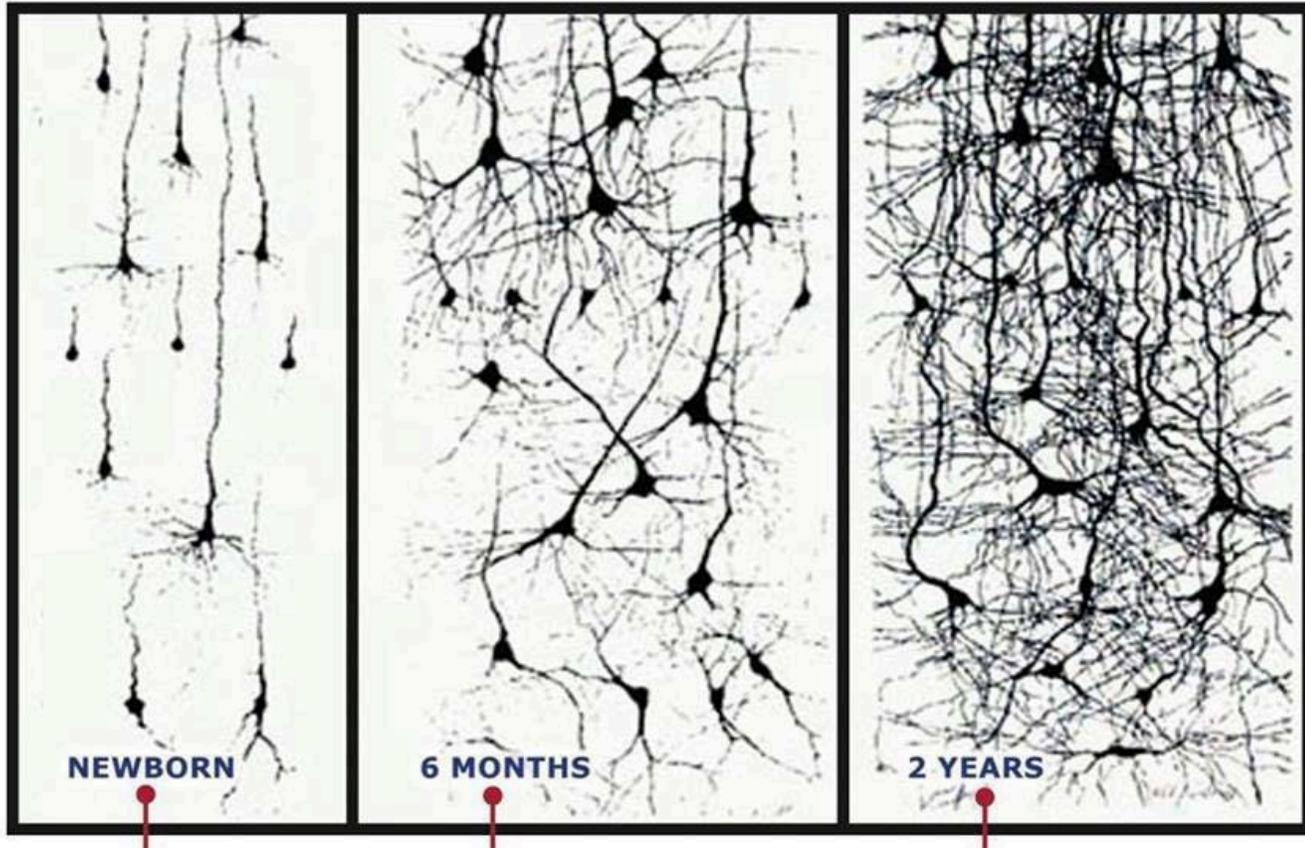
You're not working from home: you're trying to get work done at home in extraordinary circumstances

# Part I. The Wiring Underneath

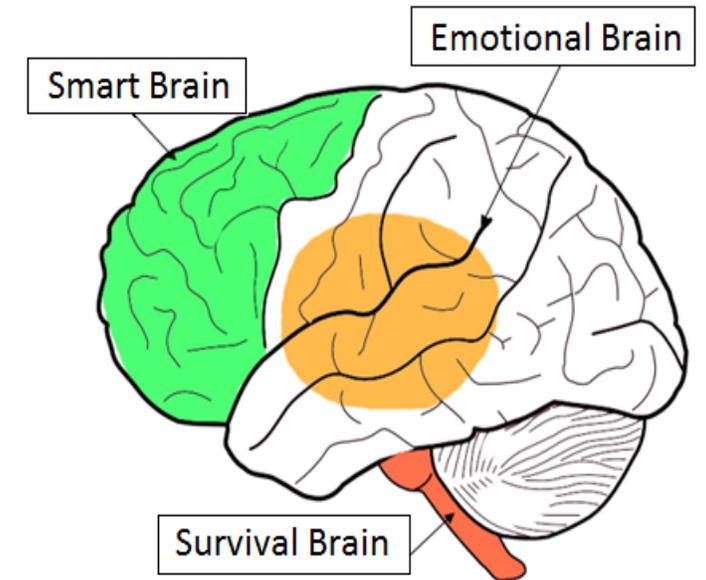
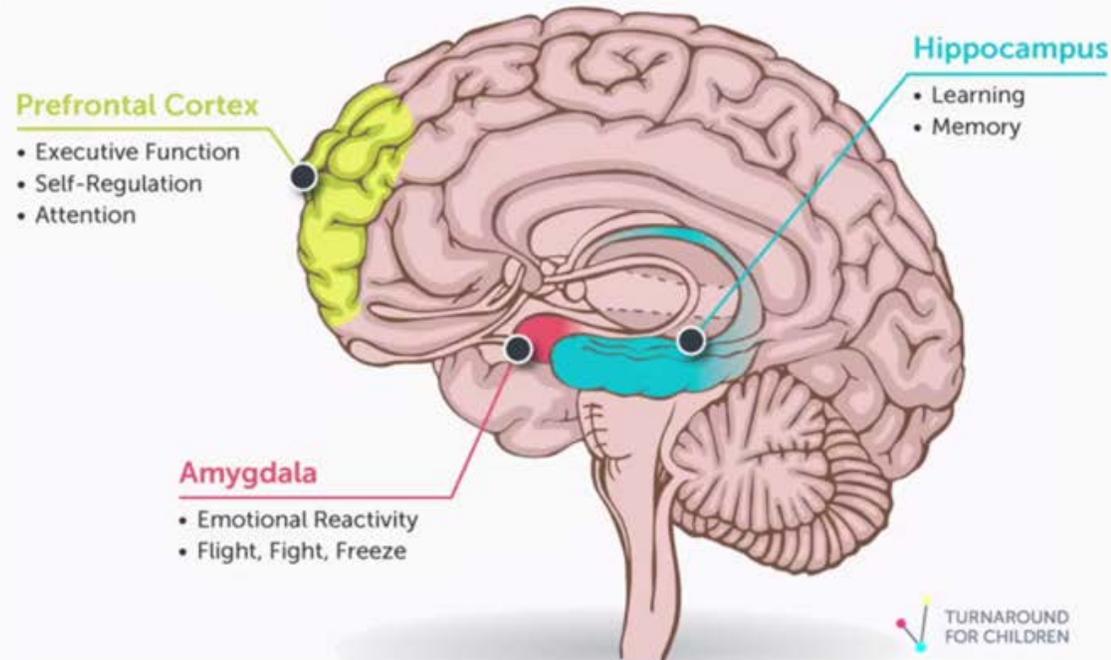


# Understanding Brain Development

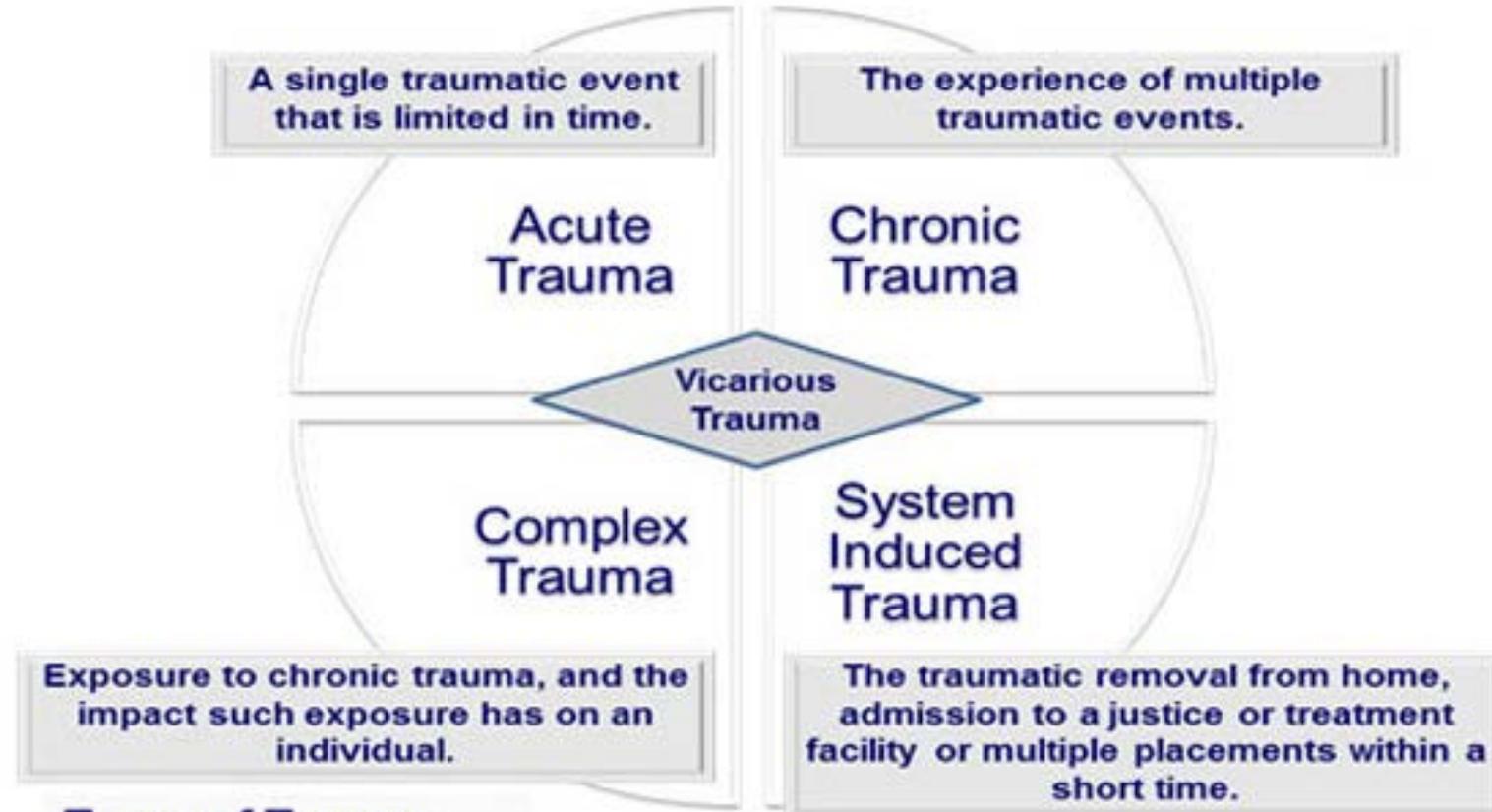
**700** 700 NEW NEURAL CONNECTIONS PER SECOND



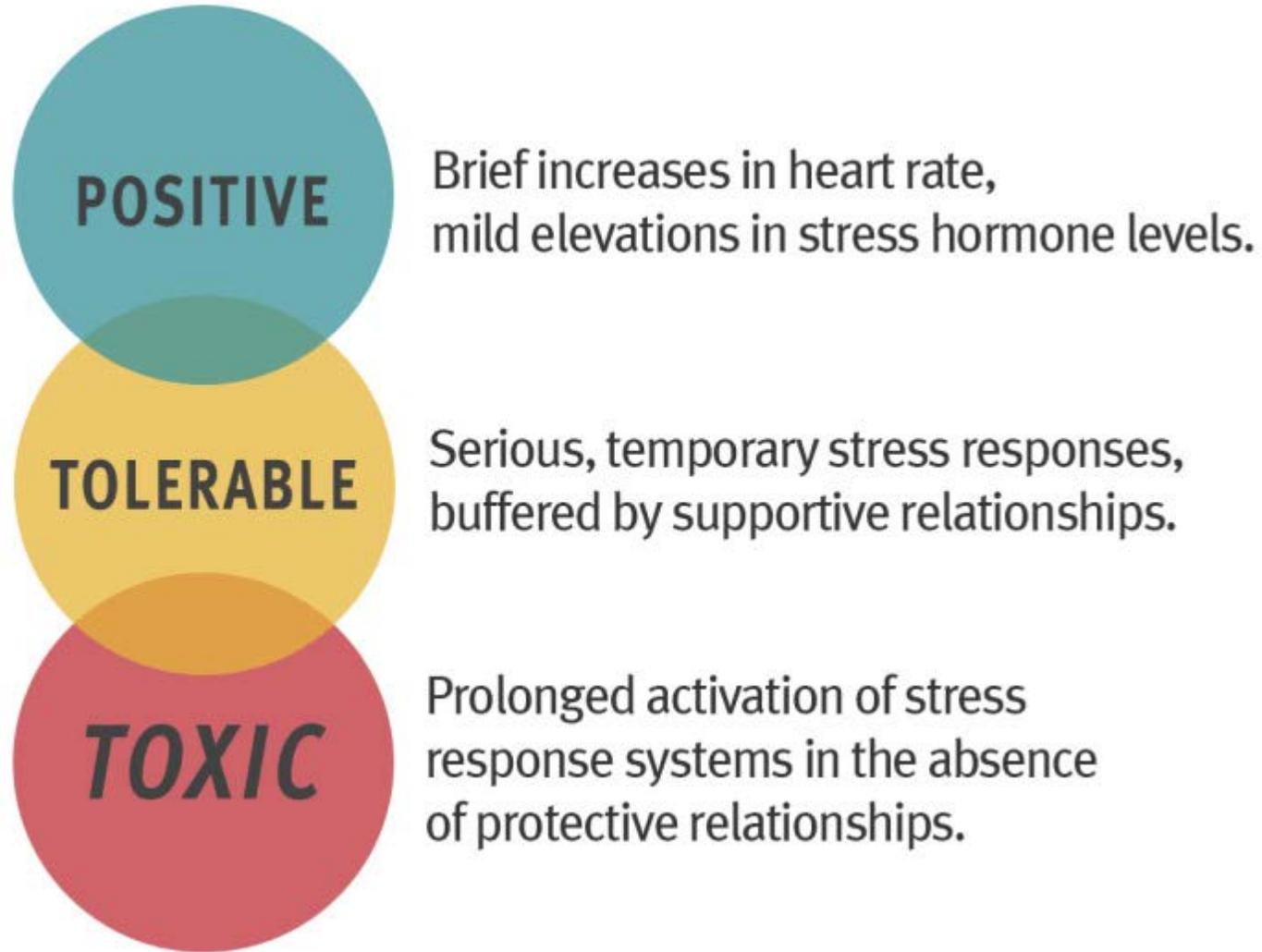
Adversity doesn't just happen **to** children, it happens **inside** their brains and bodies.



# Types of Trauma



# Types of Stress



## Part 2- Reacting to Stress: What's your Range?



# Dispatch from a mom in quarantine from the bathroom floor

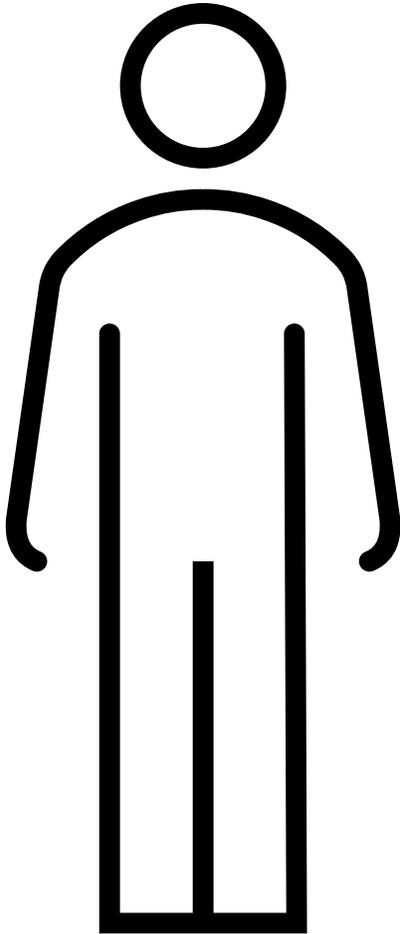
"I developed my own sort of routine: listening to a meditation app right before bed and trying to steal time during the day to read, [something] that have brought me comfort in the past.

I am still hanging on by a thread at the end of Week 7, feel more burned out than ever, and it's getting harder, not easier. I remind myself of the Pema Chodron quote I have now taped onto my computer: "The key is to be here, fully connected with the moment, paying attention to the ordinary details of life."

<https://www.washingtonpost.com/lifestyle/2020/05/12/dispatch-mom-quarantine-bathroom-floor/>

See also- [https://www.nytimes.com/2020/05/13/opinion/parenting-coronavirus-burnout.html?fbclid=IwAR1LL0lb\\_F3NSTtwuACt9-zgJb3VeM-ofrvmvoXnfOlquDFFRoEN6u\\_z9a4](https://www.nytimes.com/2020/05/13/opinion/parenting-coronavirus-burnout.html?fbclid=IwAR1LL0lb_F3NSTtwuACt9-zgJb3VeM-ofrvmvoXnfOlquDFFRoEN6u_z9a4)

# Standard Stress Response



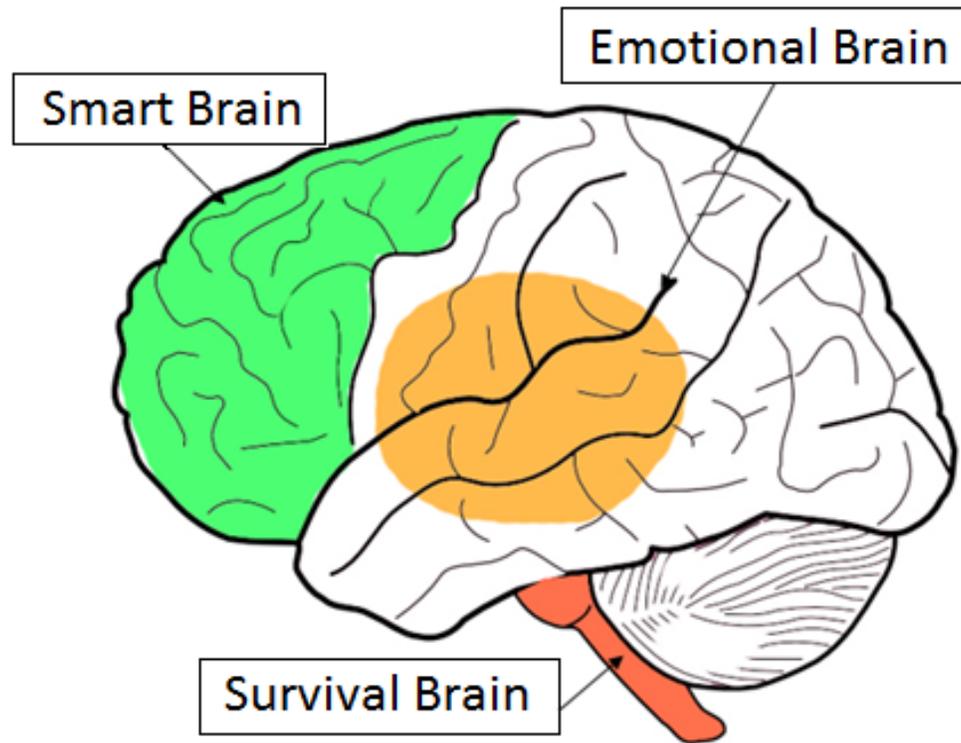
- Dilation of the pupils
- Dry Mouth
- Fast, shallow breathing
- Increased blood pressure
- Increased heart rate
- Heart pounding feeling in your chest
- Muscle tension
- Increased perspiration, especially on the palms
- Fatigue
- Boredom

# Poll

Check the reactions you have when your kids complain about their school work:



# The Brain's Response to Trauma



## Understanding the Brain

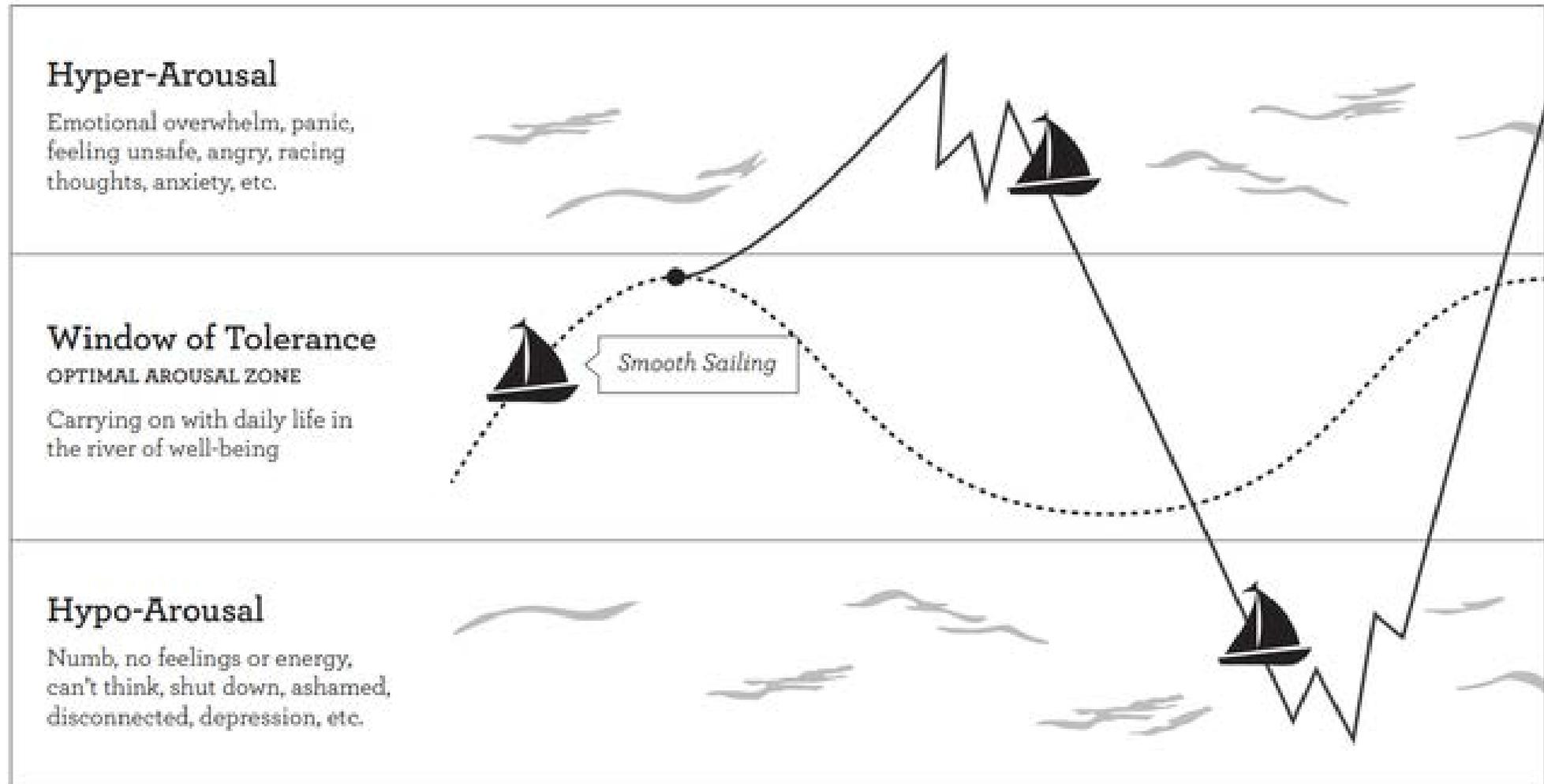
Hand Brain Model, Dr. Dan Siegel

<p><b>Survival Brain</b> Sensation Autonomic functions Survival strategies: fight, flight, freeze, submit, &amp; collapse</p>	<p><b>Emotional Brain</b> Expression/ regulation of feeling Memories relationships/ attachment</p>	<p><b>Amygdala</b> Smoke alarm</p>	<p><b>Thinking Brain</b> Critical thinking Problem solving, planning, creativity, beliefs, impulse control</p>	<p><b>Offline Brain</b> <i>Survival brain in control</i> Not able to access the thinking brain.</p>
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© 2009 New York Children's Hospital

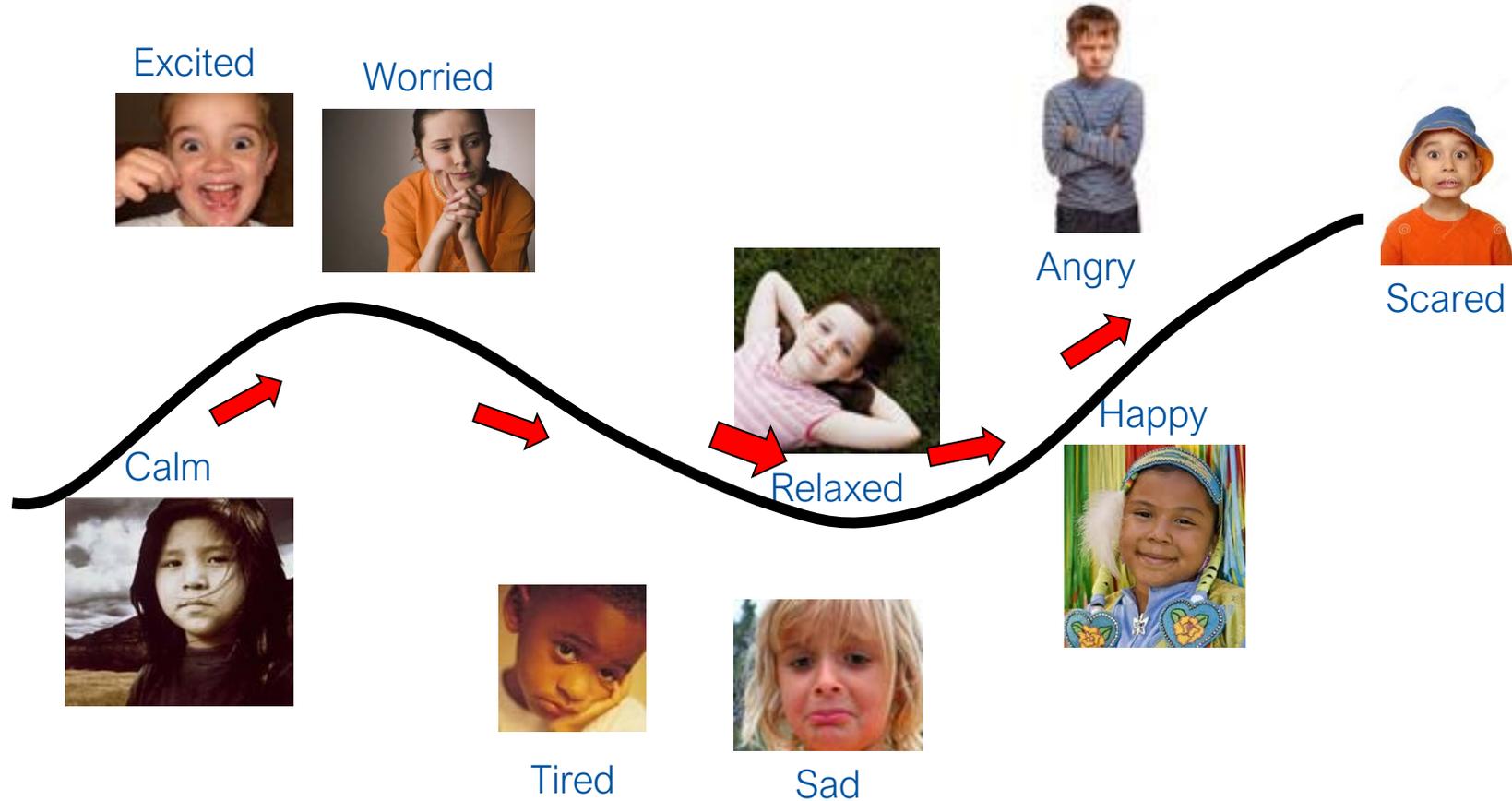
Dr Dan Siegel- [Hand Model of the Brain](#)  
(YouTube)

# Window of Tolerance

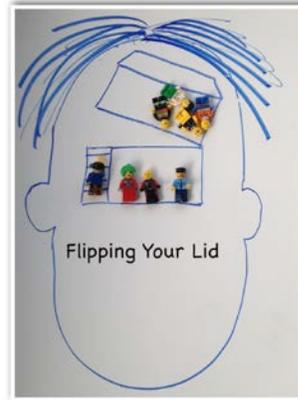


# Dealing with Stressors

Things happen in life and our thoughts, feelings and reactions move around in the OK ZONE



# Flipping Your Lid



What is your Go-To Reaction when you flip your Lid?

- Screaming
- Slamming doors
- Stomping
- Swearing
- Having a tantrum
- Shutting down
- Giving the silent treatment

# Flipping Your Lid, Continued



## How do you feel when your lid is flipped?

- Good
- Empowered
- Like a role model
- Justified
- Exhausted
- Scared of yourself
- Out-of-control
- Remorseful
- Ashamed
- Embarrassed

# Simple, Quick Pandemic-Friendly Self Regulation Activities for Parents & Caregivers

- Drink a glass of water or juice or tea
- Name six colors you can see in the room
- Look around the room or wherever you are, paying attention to anything that catches your attention
- Count backwards from 20
- Touch surfaces in the room, notice if they are hard, soft, rough
- Notice the temperature in the room
- Notice the sounds within the room and outside
- Focus your attention on something you can see
- Push your hands against the wall or door slowly and notice your muscles in your arms/or legs.  
Stand with your back against a wall and push your body against the wall. Notice any changes.

# Self Care Strategies During COVID

- Make time for yourself
- Prioritize healthy choices
- Set realistic goals
- Reconnect with old hobbies or learn a new skill
- Set boundaries with friends and family
- Connect with others
- Take breaks from watching, reading, or listening to news stories about the pandemic

## Part III. Help and Hope

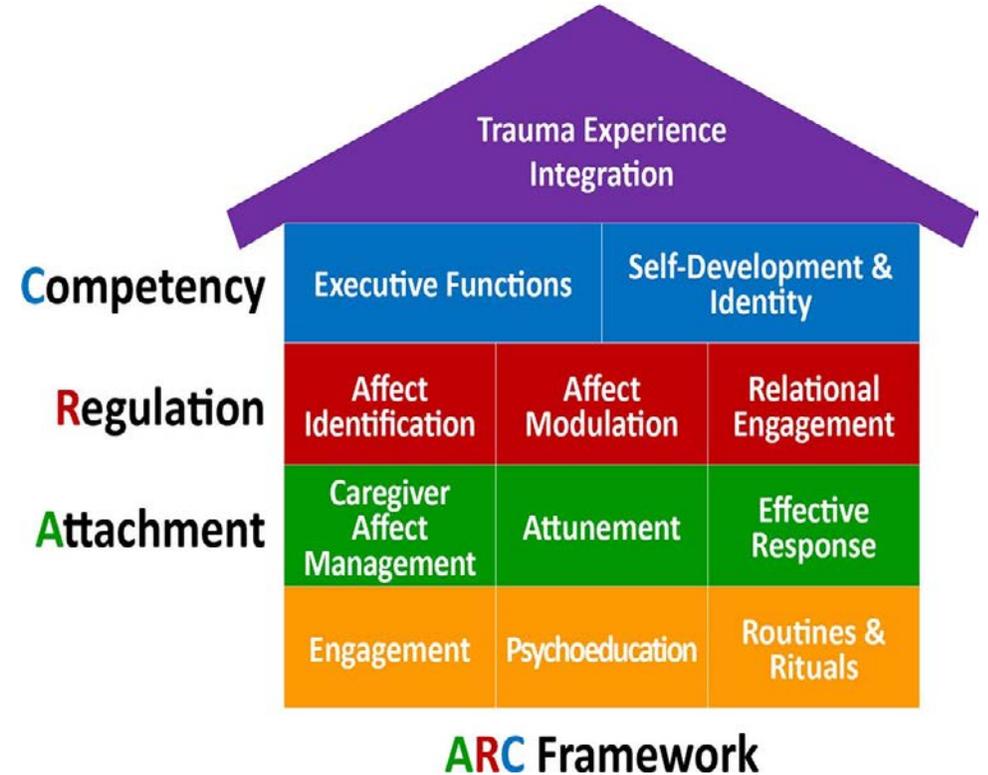


# The ARC Approach

The ARC Model (Blaustein & Kinniburgh) is designed to build SAFETY using Attachment, Regulation and Competency.

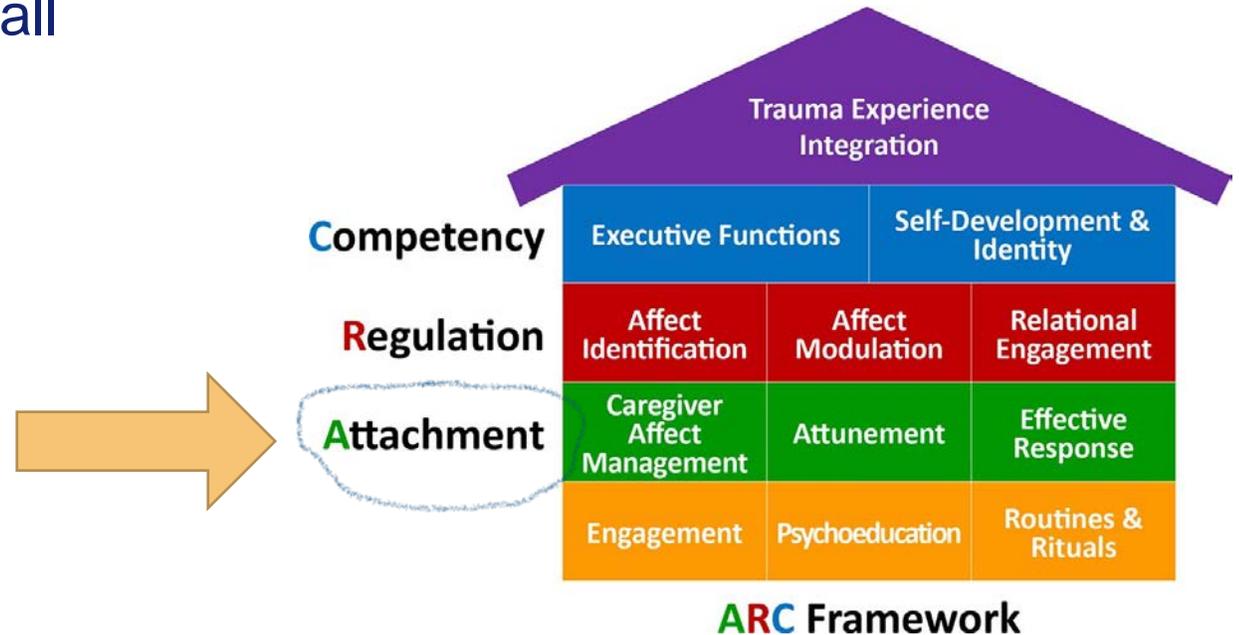
This approach can help in preventing challenging behaviors at home and school, addressing trauma and building resiliency.

Foundation includes Routines and Rituals



# The Attachment System

- The attachment system (between child and primary caregivers) provides a model for all other relationships.
- The attachment system is the earliest training ground for coping with and expressing emotions.
- The attachment system provides a safe environment for healthy development and affords the opportunities to meet key developmental tasks.



# Attachment Strategies

- ✓ Create **predictable structure**, and stick to it.  
Routines are VERY helpful.



- ✓ Be aware of your own **physical presence**, tone of voice, volume, body language, etc.

Consider carefully use of physical touch and work hard to maintain an even tone of voice and neutral body language.

- ✓ Dedicate one block of time per day to **child-directed activity** in which you are fully engaged.

- ✓ **Make transitions** to new activities or spaces **calm and predictable**.

# Why Attachment Strategies Work



The **human relationship** has the power to relieve stress, promote resilience, and restore a young person's sense of safety. This needs to be our **North Star**.

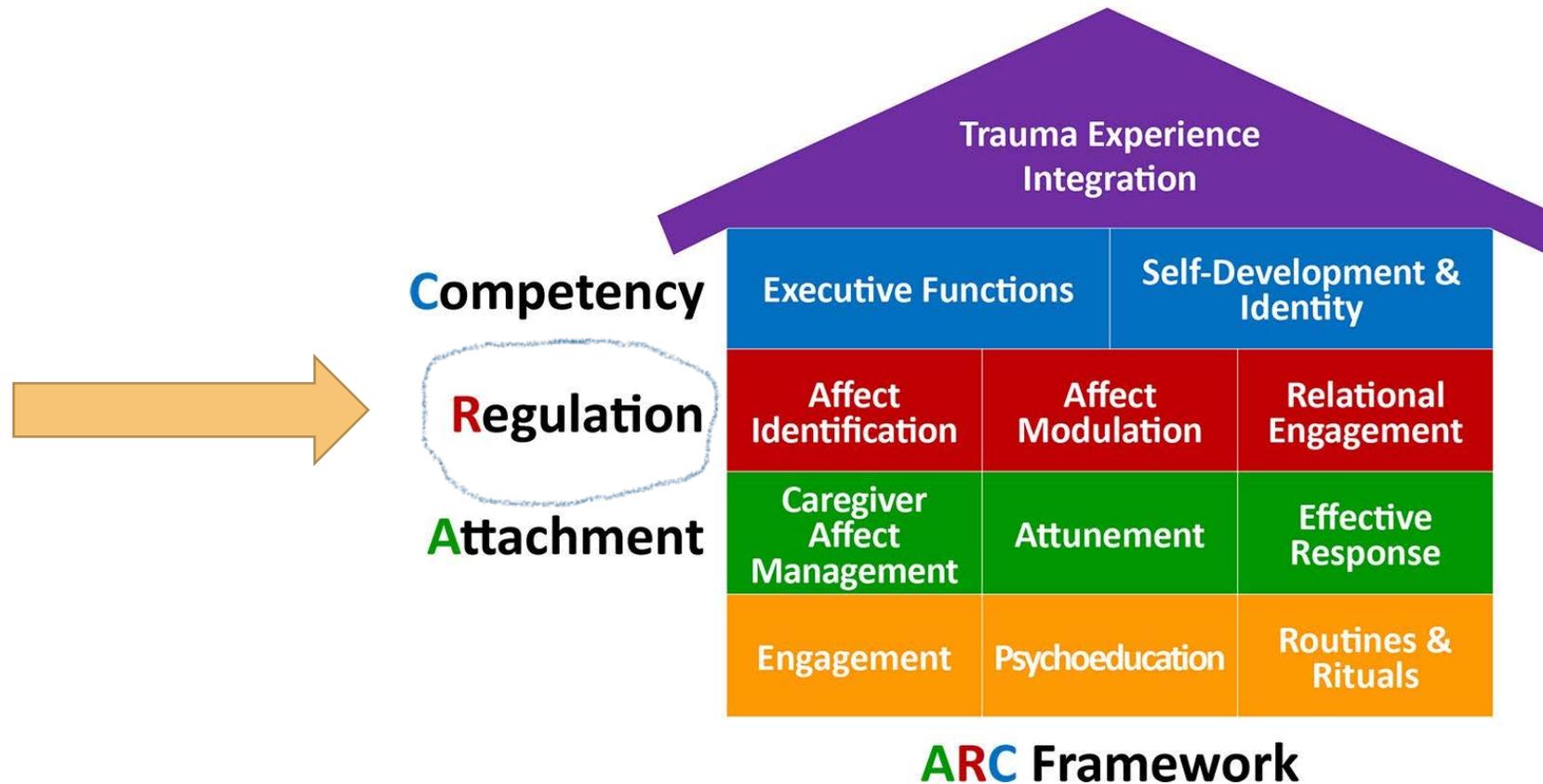
**Pamela Cantor, M.D., Turnaround for Children**  
*The 180 Podcast*

# Poll

Check off any strategies have you been using the last two months to support routines and rituals?



# Self-Regulation Building Blocks



# Self Regulation Strategies

- ✓ Help child **move from lower to upper brain**.
- Calm through **connection, then 'correct'**.



- ✓ Offer **choices** whenever you can.
- Avoid power struggles.

- ✓ Use **gentle, affirming language and gestures**. Use an even tone, low to moderate volume, and open posture.
- Stand shoulder to shoulder, sit or squat at eye level, and avoid sudden gestures.

- ✓ Pre-establish then offer **choices for appropriate ways to remove themselves** from the situation or manage unacceptable behavior.
- Help identify a safe place.

# Example of Choice & Role Modeling Regulation



10 year old boy has been told by caregiver he cannot have snack before dinner.

Boy begins to yell and demand snack.

Boy yells for another minute, which caregiver ignores.

Then stomps off and shoots hoops.

Caregiver: "I can see you're mad that you cannot have a snack, but yelling won't change my decision.

You can tell me how mad you are or go play basketball to help you feel less mad but while you are yelling, I cannot talk with you. When you are ready to talk without yelling, I will be in the kitchen."

"Good choice of taking some time away. I am proud of you for listening and choosing hoops instead of yelling.

If you'd like to talk, come let me know."



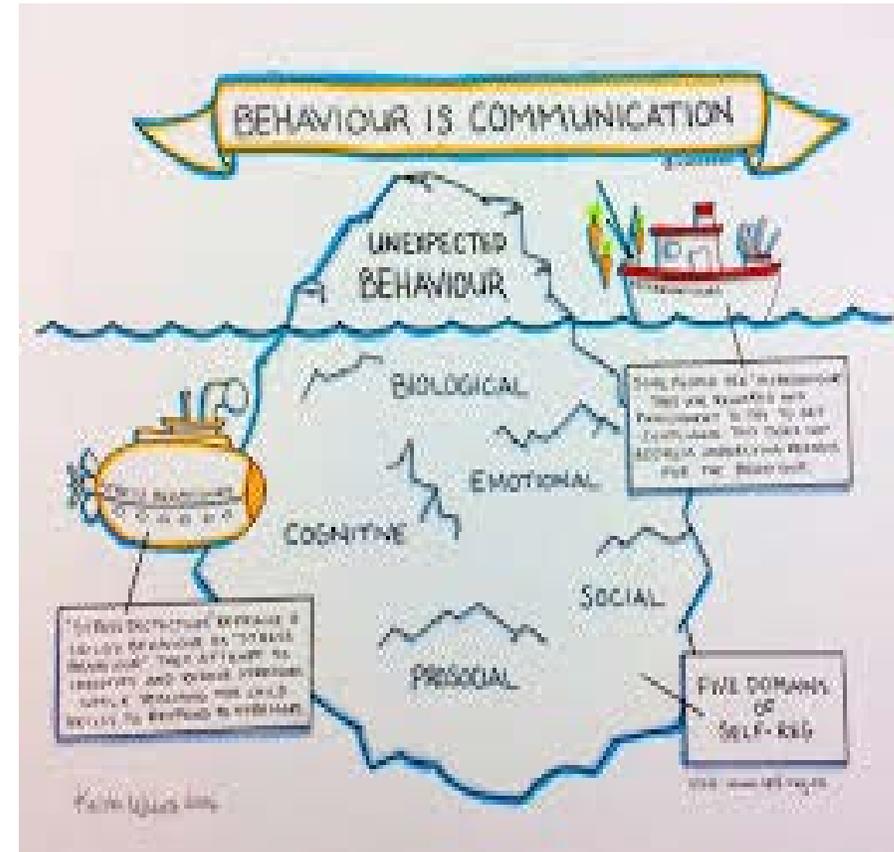
# After a Storm: Coming Back into Regulation

Once the child is a bit calmer...

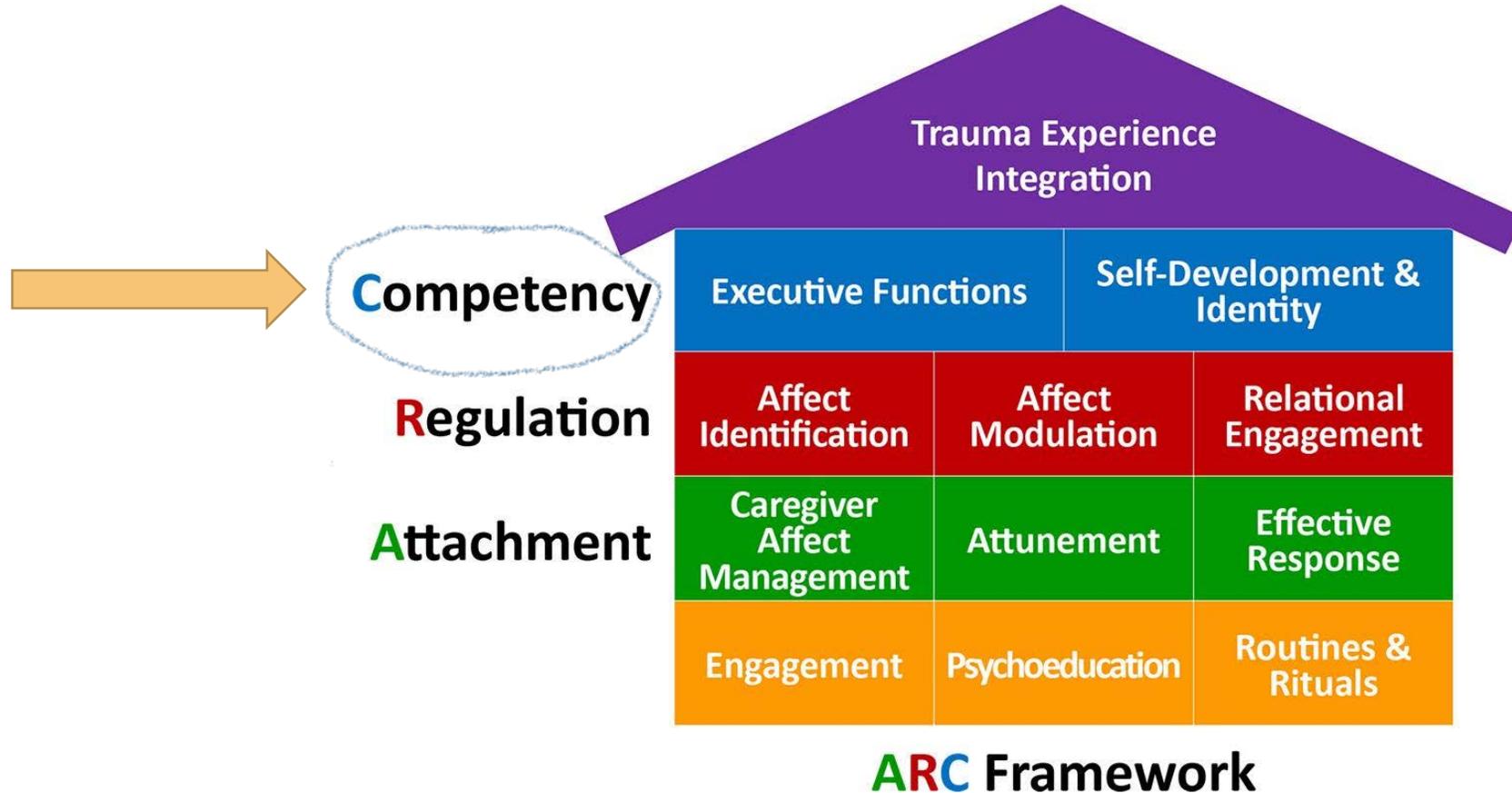
- ✓ **Consider the need behind the behavior** (what might have caused or triggered the child's behavior), ask questions in a compassionate manner.
  - Listen carefully, without interrupting.
  - Summarize the child's statements in a supportive manner and ask if you have understood correctly.
- ✓ **Validate** the child's thoughts/feelings.
  - Offer non-shaming or isolating choices for appropriate ways to remove themselves from the situation or manage unacceptable behavior.
  - Calmly request that they choose from one of several pre-established clear, easy options.
- ✓ Explore with child about **strategies** (coping skills, visuals, activities, sounds, self-talk) that could be helpful next time the need or trigger happens.



# Why Self Regulation Helps



# COMPETENCY Building Blocks



# Competency Strategies

- ✓ Teach and encourage **goal setting and problem solving**.
- Step back where possible and give child opportunity to practice executive functioning.
- Support them in seeing and making their own choices.

- ✓ Help identify ways for your children to **give to and serve others**.

- ✓ Help children create and be comfortable with a **narrative about their challenging experiences**.

- ✓ Focus on your child's **strengths**. Build opportunities for success into various demands: academic, physical, and social.
- Help your children see their own competence.



# Why Competency Strategies Help

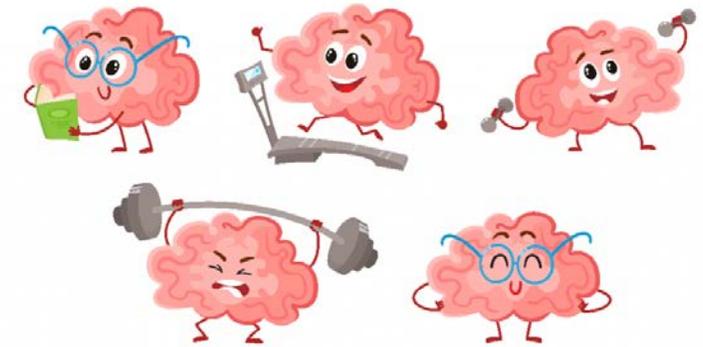


## NEUROPLASTICITY

The Ability of the Brain to Reorganize Itself, Both in Structure and How It Functions

### HOW THE BRAIN CHANGES

			
<b>NEUROGENESIS</b> Continuous generation of new neurons in certain brain regions	<b>NEW SYNAPSES</b> New skills and experiences create new neural connections	<b>STRENGTHENED SYNAPSES</b> Repetition and practice strengthens neural connections	<b>WEAKENED SYNAPSES</b> Connections in the brain that aren't used become weak





### Part 1 Understanding Trauma

Formed Families Forward YouTube

9:52



### Part 2 Responding to Trauma

Formed Families Forward YouTube

8:14



### Part 3 Trauma Sensitive Schools

Formed Families Forward YouTube

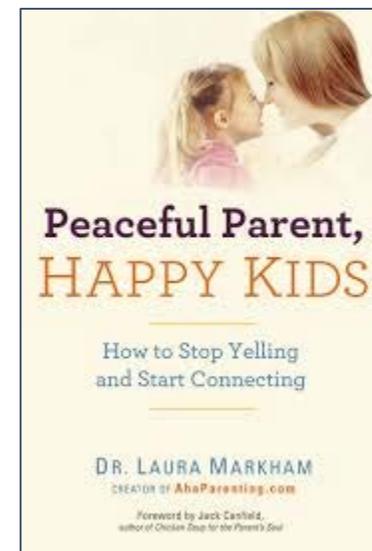
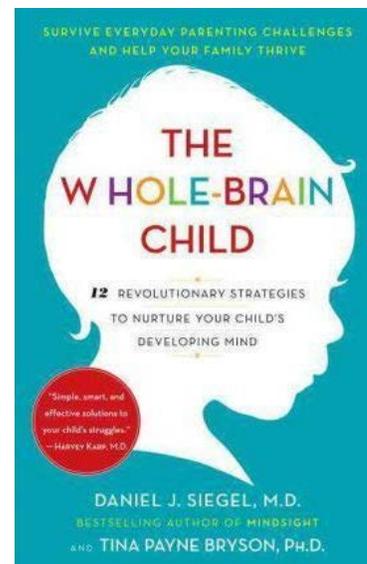
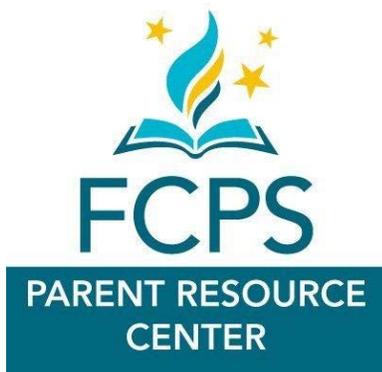
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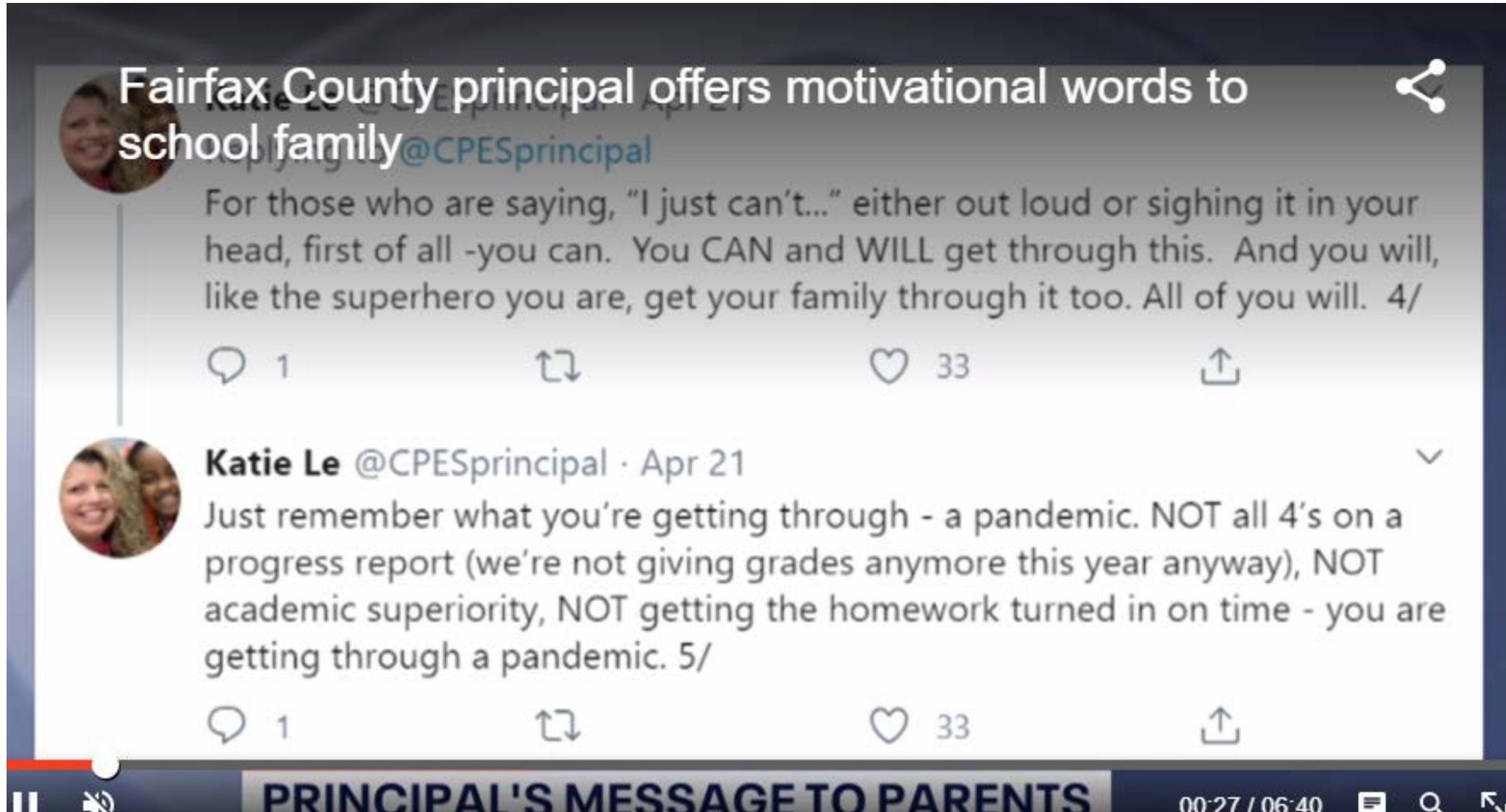
# Center on the Developing Child HARVARD UNIVERSITY



## CHILD MIND INSTITUTE



# What About Homework?....



The image shows a video player interface with a dark blue background. At the top, a title reads "Fairfax County principal offers motivational words to school family" next to a share icon. Below this, two tweets are displayed. The first tweet is from @CPESprincipal, dated April 21, with the text: "For those who are saying, 'I just can't...' either out loud or sighing it in your head, first of all -you can. You CAN and WILL get through this. And you will, like the superhero you are, get your family through it too. All of you will. 4/". It has 1 reply, 33 likes, and a retweet icon. The second tweet is also from @CPESprincipal, dated April 21, with the text: "Just remember what you're getting through - a pandemic. NOT all 4's on a progress report (we're not giving grades anymore this year anyway), NOT academic superiority, NOT getting the homework turned in on time - you are getting through a pandemic. 5/". It also has 1 reply, 33 likes, and a retweet icon. At the bottom of the video player, there is a red progress bar, a play button, a volume icon, and a title bar that reads "PRINCIPAL'S MESSAGE TO PARENTS". On the right side of the title bar, there is a timestamp "00:27 / 06:40" and icons for a list, search, and share.

**Fairfax County principal offers motivational words to school family**

**Katie Le** @CPESprincipal · Apr 21

For those who are saying, "I just can't..." either out loud or sighing it in your head, first of all -you can. You CAN and WILL get through this. And you will, like the superhero you are, get your family through it too. All of you will. 4/

1 33

**Katie Le** @CPESprincipal · Apr 21

Just remember what you're getting through - a pandemic. NOT all 4's on a progress report (we're not giving grades anymore this year anyway), NOT academic superiority, NOT getting the homework turned in on time - you are getting through a pandemic. 5/

1 33

**PRINCIPAL'S MESSAGE TO PARENTS** 00:27 / 06:40

# Thank you for attending

## Q & A

**Please Feel Free to Contact Us!**

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Beth Spivack | [Beth.Spivack@formedfamiliesforward.org](mailto:Beth.Spivack@formedfamiliesforward.org)

Kelly Henderson |  
[Kelly.Henderson@formedfamiliesforward.org](mailto:Kelly.Henderson@formedfamiliesforward.org)



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