



Building Resilience
Supporting Students and Ourselves in Times of Uncertainty



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Welcome Back!
Where are we?



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Goals for Today

- ✓ Contextualize student needs within current events
- ✓ Deliver *Just in Time* information on Stress, Anxiety, Grief, and Trauma
- ✓ Identify meaningful actions to promote resilience and recovery



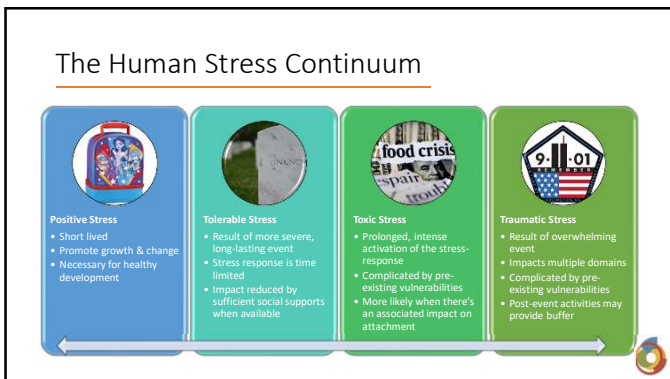
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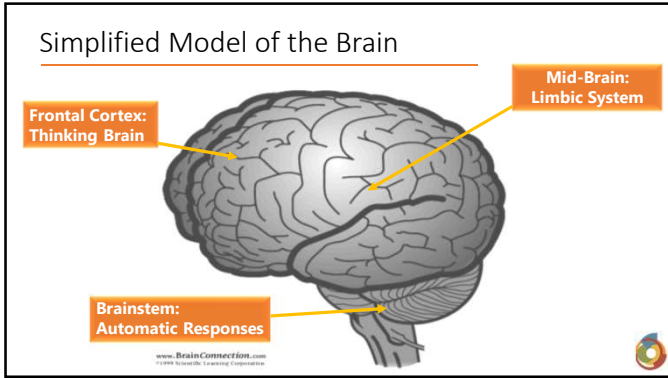
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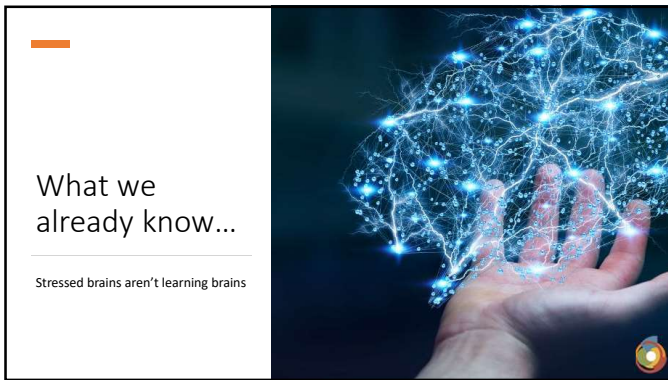
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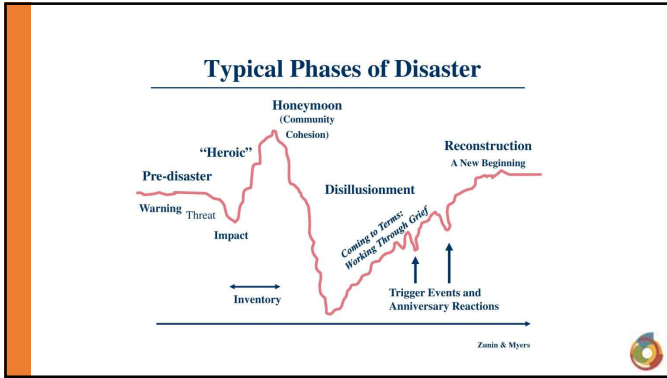
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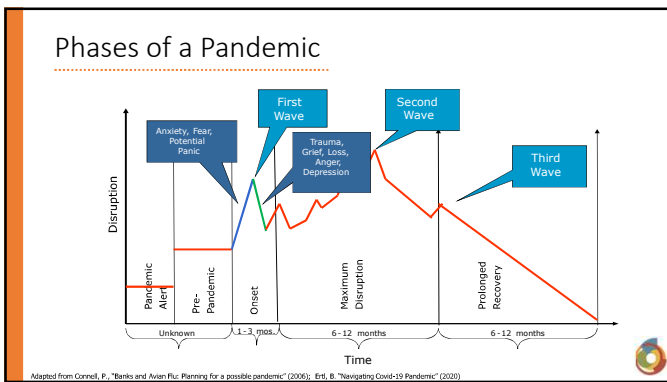
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Big Idea

Even in the face of immeasurable tragedy and distress most people will have the capacity to recover with internal and informal resources.

Community Cohesion is the single greatest asset in disaster recovery.



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Just in Time

Anxiety

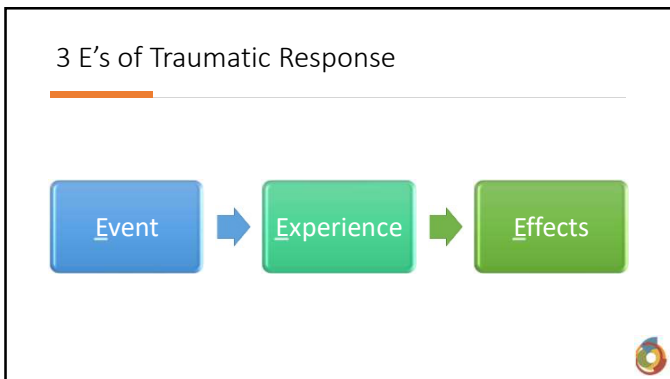
Trauma

Grief

Traumatic Grief




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Big Idea

By finetuning our ability to recognize the unique experiences of others, we increase our ability to effectively respond from a trauma-informed equity lens. These responses can reduce the risk for more negative effects or outcomes.



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Perception of Risk Influences Experience



Known to Us
Known to Science
Lower Risk of Exposure
Lower Lethality
Have Opportunities to Control

Unknown to Us
Unknown to Science
Higher Risk of Exposure
Higher Lethality
Few Opportunities to Control

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Disparities in Experience

- Financial Status
- Marginalization | Intersectionality
- Formal | Informal Supports
- Grief | Loss
- Access
 - Resources
 - Technology
 - Care



PRIVILEGED

- EASILY ABLE TO WORK FROM HOME
- EXTRA TIME FOR FUN ACTIVITIES
- BEING ABLE TO HOME SCHOOL THE KIDS
- ACCESS TO ADEQUATE HEALTH CARE

MARGINALIZED

- LARGE PERCENTAGE OF ESSENTIAL WORKFORCE
- LIMITED ACCESS TO CHILDREN
- MORE LIKELY TO BE IMMUNOCOMPROMISED
- HOUSING AND FOOD INSECURITY



DESTITUTE

- UNABLE TO PRACTICE SOCIAL DISTANCING
- NO FINANCIAL SUPPORT
- LOW ACCESS TO WATER AND DISINFECTANTS
- NO SHELTER OR ASYLUM

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Adolescent Development


- Pruning
- Identity Formation
 - *Who am I?*
 - *Am I normal?*
 - *How do I fit in?*



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Signs of Stress

Difficulty forming or maintaining relationships	Anxiety	School Refusal Avoidance	Emotional Outbursts
Difficulty Sleeping	Overeating Loss of Appetite	Distraction	Procrastination
Disorganization			





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Burn - Out

Compassion Fatigue

Vicarious | Secondary Trauma



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Signs of Distress

Requires Immediate Referral:

- Suicidal | Homicidal thoughts with plan and intent
- Psychosis or physical health emergency

All other symptoms:

- Intensity
- Time since event
- Persists without improvement
- Lack of response to intervention or support

Critical Incident Stress Management

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Tools to Respond

Promote Resilience; Provide Support

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Re-Defining Expectations


<p>Typical</p> <ul style="list-style-type: none"> • Good attendance • High Productivity • Active Participation • Risk Taking • Positive Connections to peers and teachers 	<p>Now – It's not the same</p> <ul style="list-style-type: none"> • Improving attendance • Productive within flexible structure • Participation and risk taking require support and encouragement • Building relationships
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Big Idea

Students are the experts in their own lives.

When we slow ourselves down and take steps to understand the source of the stress and its manifestation for that individual we are better able to apply the right intervention at the right time.



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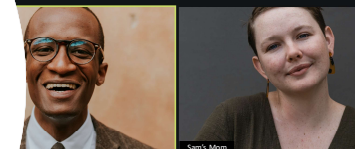
Engaging in Support

Reaching Teens, 2020

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Tips for Talking with Parents | Caregivers

- In-person, digital platform or phone is best
- Develop rapport and shared vision
- Express concern
- Offer observations
- Invite their perspective
- Elicit ideas | Share ideas
- Agree on next steps




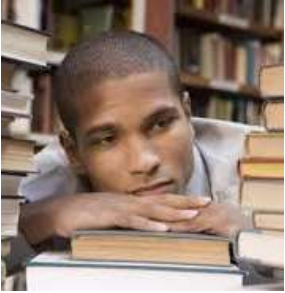
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A Stressed Student Needs:

- To understand their reactions
- To have help with overwhelming reactions
- To have their concerns validated
- To feel safe and supported
- To receive accurate information
- Careful listening
- Structure and routine

Students Experiencing Grief and Loss Also Need:

- To have their loss acknowledged
- To memorialize and remember



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Invest in Adults First

- Staff are not immune to the impact of stress and crisis
- Parents and caregivers are not immune to the impact of stress and crisis
- Student outcomes improve when the adults around them are coping well




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Action Areas



1. Establish Safety

2. Build Resilience



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Physical
 An environment in which one feels safe from threats to physical harm. This may include aspects of violence as well as facilities maintenance.

Psychological
 An environment in which one feels safe to express emotions, security, and confidence to take risks, feel challenged and excited to try something new.

Components of Safety

Safe and Supported Learning Environments

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Safety

- Address Basic Needs
- Structure | Routine
- Avoid Shame
- Communication
- Validating Concerns
- Support Problem-Solving
- Flexibility
- Embrace Unevenness
- Adult Regulation

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Creating Conditions to Shift the Balance

The 7 C's of Resilience Development:

1. Competence
2. Confidence
3. **Connection**
4. Contribution
5. Character
6. **Coping**
7. **Control**

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Building Connections

"Love is seeing someone as they deserve to be seen, as they really are."
~ Dr. Kenneth Ginsburg

- Separate from Achievement
- Apart from Worst Moments
- Embraces Uneven-ness
- Maintains Boundaries
- Communicates Safety and Value

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<h3>Respect</h3> <ul style="list-style-type: none"> • Identifying strengths • Withholding judgement • Active Listening • Recognizing people are the experts in their own lives 	<h3>Loving Kindness</h3> <ul style="list-style-type: none"> • Being attuned • Being thoughtful and open • Unidirectional Unconditional • Identifying as a facilitator, guide, or mentor
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Components of Healthy Boundaries

Reaching Teens, 2020

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Strategies for Connection

- Warm Outreach
- Fun
- 1:1 | Small group
- Responsiveness
- Communication
- Multiple Modalities
- Time
- Empathy

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Holding Space

- Refocus your listening
 - ✓ Practice active listening – listen to understand, not respond
 - ✓ Be truly present and mindful
- Don't jump into problem-solving mode
 - ✓ Do not feel tempted to minimize, reframe, silver-line, or solve the issue
 - ✓ Validate and name feelings and emotions shared
- Don't center yourself
 - ✓ Keep your ego out of it
 - ✓ Be aware of your own responses, defenses, and story

Holding space means that we are willing to walk alongside another person in whatever journey they're on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome.

The Art of Owning Your Story

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Holding Space

- Radical Acceptance
 - ✓ Reassure them that you believe in them
 - ✓ Encourage them to trust their own intuition, knowledge, and wisdom
 - ✓ Trust that they and their support system can take care of their needs
- Be open to whatever emotions come up
 - ✓ Create an environment where it is safe for them to fail
 - ✓ Give guidance and support with humility and thoughtfulness


Holding space means that we are willing to walk alongside another person in whatever journey they're on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome.

The Art of Owning Your Story

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Coping

- Address Basic Needs
- Regulation
- Routine Check-Ins
- Normalization
- Role Model
 - > I'm sorry
 - > I don't understand
 - > I need help
- Exercise
- Sleep | Nutrition
- Monitor over Time
- Refer if Needed



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Regulation


Co-Regulation

- Adult led
- Foundation


Self-Regulation


- Adult
- Student

- Breath
- Guided Imagery
- Gratitude Practice
- Art, Music, Journaling
- Mindfulness
- Laughter
- Stretch | Movement
- Talking with others




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BRAINSTORM




RECORD YOUR PLAN



SHARE WITH OTHERS



PRACTICE, PROMPT & ENCOURAGE



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Checking In...

Build check-ins into appropriate routines; monitor for change

- How are you feeling today?
- Last week you were feeling stressed. Is today better, worse or the same?
- What do you notice that is different about yourself since this all began?

Invite reflection on emotions in relation to specific experiences


- How did it feel when you got that test back?

Reflect on observable affect and behavior

- It looks like you might be feeling kind of worried

Normalize and validate

- Most of the students I talk to are feeling the same. Having some trouble sleeping makes complete sense with everything going on. Have you found anything that helps you?




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Normalization

1. Acknowledge
2. Label
3. Validate
4. Plan



- On-line learning feels incredibly frustrating. It is tempting to give up. I've seen you get through really hard things before so I know you can do it. Let's figure this out together.
- Things seem harder for you today. I notice that you are having trouble focusing and staying with me. It is normal right now to have ups and downs. I'm here to help. I have some ideas but I'm hoping you can share what ideas you have, too.
- This is not the senior year you were expecting. You feel sad and angry about it. That's natural -none of us wanted this for you and your classmates. I wonder what ways we can create something special and meaningful even though it is different?
- You feel pulled in many different directions. You want to help your family *and* I know you want to become a social worker. Let's see if we can come up with some ways to support you.

Creating a Positive Classroom Climate to Support Students' Experiences of Stress & Trauma



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Remember your Team

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Strategies for Control

- Teach the Stress Response
- Use of Coping Strategies
- Stress Inoculation
- Targeted Feedback
- Voice and Choice
- Supported Problem-Solving
- Mountain into Molehill



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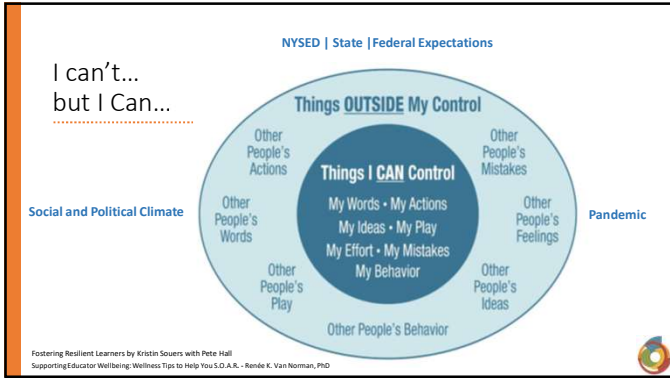

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Yes | And

- It is possible that...
I can be overwhelmed AND interact with loving kindness, because that is what I value.
- It is possible that...
I can squeeze in 2 minutes of deep breathing AND do paper work for 10 minutes AND feel overworked.
- I am curious if...
I use my guided meditation app 2 times/week Before I go to bed if it will have an impact on my sleep.




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Personal Reflection

Reflect on the aspects of your role at school that concern you most.

- Write them down
- Move them under one of these headings:
 - I have control over this
 - I have influence over this
 - I have little or no control or influence
- Identify coping strategies help to help you be ok with the items in the 3rd column

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Big Idea

Community Cohesion =
Safety
Connection
Coping and Adaptation


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You've Got This!

- Provide unconditional, positive regard
- Employ the 7 C's
- Individualize approaches
- Recognize signs of stress and distress
- Offer compassionate curiosity
- Provide support
- Monitor over time; refer if needed





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One Small Change

What can you do today?

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Additional Resources

- [Planning for the Next Normal at Schools Playbook - Kaiser Permanente](#) – Free
- [Hope and Healing in Urban Education](#) by Dr. Shawn Ginwright
- [Building Resilience in Children and Teens, 4th Edition](#) by Dr. Kenneth Ginsburg
- [Center for Parent and Teen Communication](#)
- [Reaching Teens, 2nd Edition](#) by Dr. Kenneth Ginsburg and Dr. Zachary McClain
- [Reaching and Teaching Children who Hurt](#) by Susan Craig
- [Lost at School](#) by Ross Greene
- [Onward: Cultivating Emotional Resilience in Educators](#) by Elena Aguilar
