



# Families & Caregivers

*Offering Stability to Support Student Success*

# Tasks for Today

- ✓ Briefly review the impact of stress, adversity, and trauma can have on outcome achievement
- ✓ Highlight protective factors related to families
- ✓ Extend knowledge of resilience to encompass work with adults in the home, and caregiving youth



# Connecting the Dots

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Adult Regulation Matters in  
Student Success



# 3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACEsConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.





## Remember the Stress Cup

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As stress, adverse childhood experiences (ACEs), and trauma accumulate, **risk increases** for negative outcomes in:

- Academics
- Attendance
- Behavior
- Health



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# What We Already Know...

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Stressed brains aren't learning brains

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Children and youth's ability to cope and recover is strongly correlated to the parents' or caregivers' coping

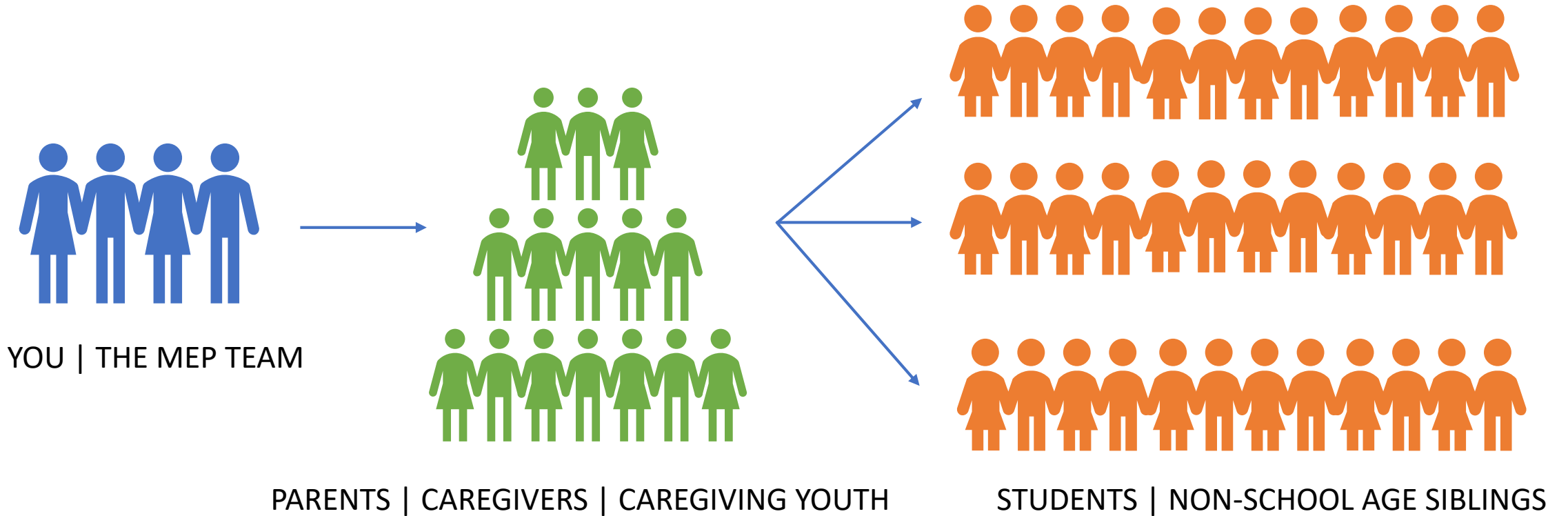
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Offering connection and support to adults in the home provides stability and supports student success



# Invest in Adults First

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# The World News

WEDNESDAY, APRIL 15, 2020



## Community Cohesion

The single greatest asset in disaster recovery





# Protective Factors - Families

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## Child/Youth

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1+ positive, caring, consistent adults

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Feeling valued by the community

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Receiving encouragement at school

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Having the support of family in hard times

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Ability to talk with family about feelings

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Enjoying in community traditions

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Feeling safe and protected by an adult at home

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Feelings of belonging in high school

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Support of friends during hard times

## Parent/Caregiver

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Concrete support in times of need

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Parental resilience

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Social connections

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Social and emotional competence of children

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Knowledge of child development



# Supporting Others Starts with Self

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Knowledge and Skills to Help Us  
Help Others.





*Our brains are registering **40 million bits** of sensory information **per second** and most of it is processed **subconsciously or preconsciously.***

- The conscious brain can only process 800 bits of that sensory input per second. That's about 2/100ths of 1% of what the subconscious can process in that same amount of time.
- 95% of brain activity is subconscious and about 5% is conscious.





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## What We Already Know...

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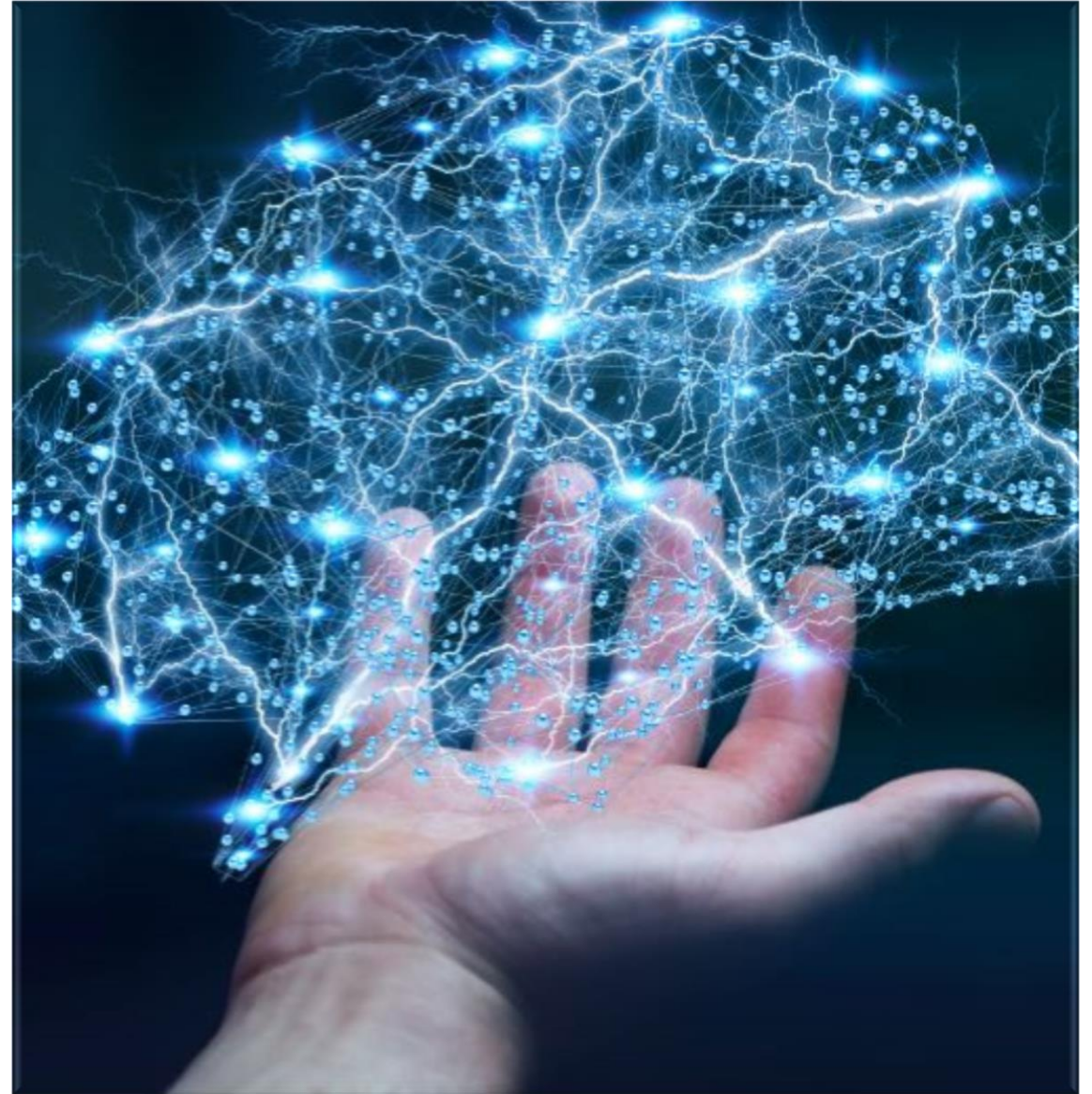
We work with our whole selves – including our past and present experiences

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Personal histories, cultural environment, and biology combine to form mental models

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Mental models influence how we judge, understand, and respond to the world and others around us



# Speedbumps

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Monotasking

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Working in a Team

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Mindfulness Practice

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Wait... What?



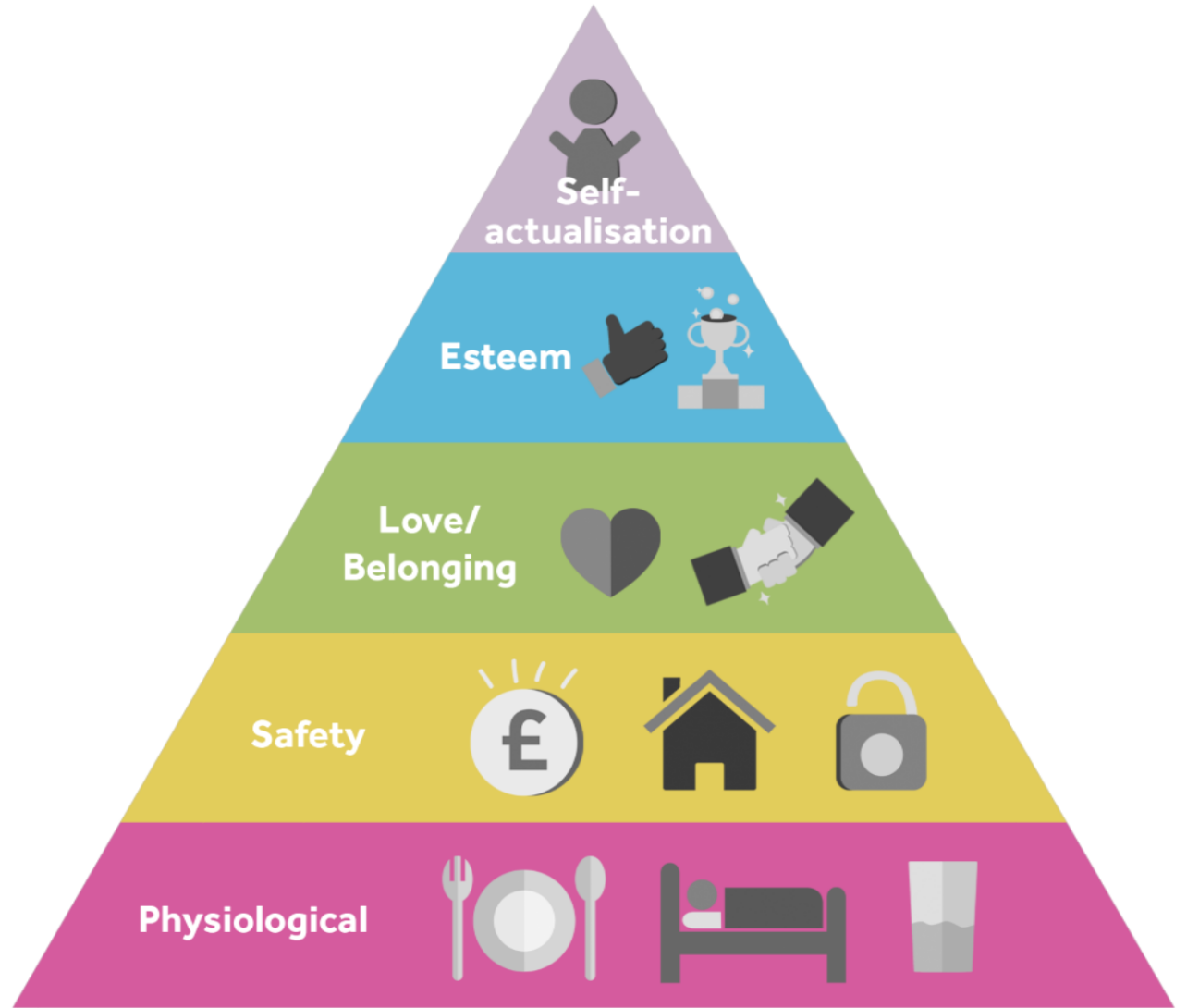




## Maslow & Choice

While protecting confidentiality and privacy, discuss needs that the families you work with routinely typically have.

- Where do they fall? Closer to the bottom of the pyramid or the top?
- In what ways might this constrain choices that relate to school?





# Creating Conditions to Shift the Balance

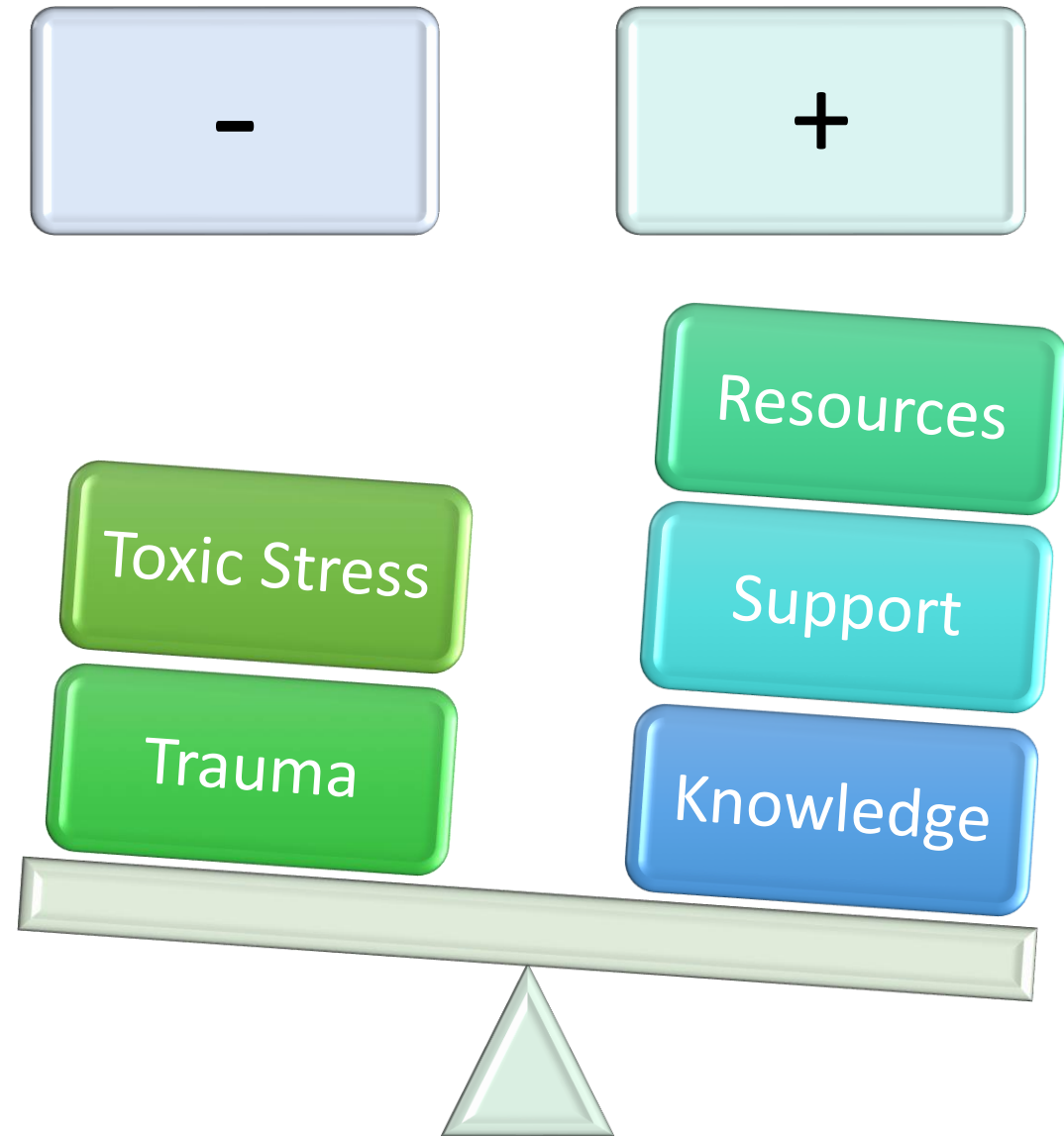
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Actions to Foster Environments  
where Students can Thrive



# Tips for Success

- Begin with Compassionate Curiosity
- Avoid assumptions
- People are experts in their own life
- Listen for understanding
- Engage in supported problem-solving:  
Remember:  
**Heart, Stomach, Head, Hands**
- Identify and build off of strengths
- Embrace uneven-ness
- Hang in there! Ask for support



# Concrete Support in Times of Need

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## The ability to:

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Identify, find, and receive the basic necessities and specialized services

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Understand rights in accessing services

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Gain knowledge of relevant services

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Learn how to navigate through service systems

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Seek help when needed

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Having financial security to cover basic needs and emergencies

## What can help:

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Demonstrate care and concern – Always!

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Routinely inquire about needs

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Normalize the human need for assistance

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Share local resources

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Make direct referrals; warm hand-offs

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Be a cultural broker

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Explore opportunities to create networks of support across families



# Parental Resilience

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## The ability to:

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Draw on internal resources to manage stress and proactively meet challenges (self, child, family)

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Believe in oneself and having the ability to make and achieve goals

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Give nurturing attention to children in home even with life stressors

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Problem-solve, Seek help when needed

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Manage emotions with healthy coping strategies

## What can help:

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Collaboratively problem-solve

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Provide strength-based feedback

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Provide a listening ear; Holding Space

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Teach, model, and support healthy coping

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Employ the Building Blocks of Resilience

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Be a gap-filler, maintain your role as a caring, consistent adult in the student's life





# Social Connections

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## Why this matters:

Healthy, sustained relationships with people, institutions, the community, and/or a spiritual belief creates a sense of belonging, attachment, reciprocal positive regard, and a feeling that one matters.

## What can help:

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Demonstrate trustworthiness and responsiveness

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Provide hope and encouragement

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Seek to understand their interests, talents, abilities, culture, values, etc.

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Laugh, listen without judgement

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Support with: Information, connections to community, practical concerns

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Continue to encourage participation in regional activities



# Social & Emotional Competence of Children

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## The ability to:

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Employ healthy coping and regulation

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Be attuned and responsive

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Fostering a safe and secure attachment;  
protecting children

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Separating love for child from behavior

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Communication of values, boundaries,  
emotions, expectations, limits

## What can help:

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Supporting the parent with stresses, making  
referrals, role modelling

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Opportunities to learn about healthy  
attachment and actions

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Being a mandated reporter, supporting  
decisions that promote child/family safety

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Promoting developmentally appropriate  
expectations while being culturally responsive

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Be a gap-filler, maintain your role as a caring,  
consistent adult in the student's life



# Knowledge of Parenting & Child Development

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## The ability to:

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Be attuned and responsive

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Being emotionally available

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Maintain a consistent, predictable routine

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Provide interactive language experiences

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Creating a physically and emotionally safe home environment

## What can help:

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Supporting the parent with stresses, making referrals, role modelling

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Opportunities to learn about typical youth development

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Being a mandated reporter, supporting decisions that promote child/family safety

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Highlighting signs of concern; offering meaningful support if child/youth is struggling

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Helping older youth learn self-advocacy and communication skills





## Discussion

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- What are you already doing well that supports parents/caregivers?
- What is something new you learned or were reminded of?
- What is one action you will take?







*Remember...*







# CCSI

Coordinated Care Services, Inc.

Innovative Solutions in Human Service Delivery

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# Resources

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- [Compassion Resilience Toolkit for Educators](#)
- [The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success](#)
- [Professional Quality of Life Scale \(ProQOL\)](#)
- [Challenging Your Thoughts and Beliefs](#)
- [Center for Parent and Teen Communication](#)
- [Hope and Healing in Urban Education](#) by Dr. Shawn Ginwright
- [Building Resilience in Children and Teens, 4<sup>th</sup> Edition](#) by Dr. Kenneth Ginsburg
- [Reaching Teens, 2<sup>nd</sup> Edition](#) by Dr. Kenneth Ginsburg and Dr. Zachary McClain
- [Onward: Cultivating Emotional Resilience in Educators](#) by Elena Aguilar
- [Fostering Resilient Learners](#) by Kristin Souers and Pete Holl

