Supporting Students in Times of Stress or Struggle

Pt. II Effectively Contributing to a Student-Centered Response Plan
March 30th, 2023

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Remember – We work with our Whole Selves

"*When I was a boy and I would see scary things in the news my mother would say to me, 'Look for the helpers. You will always find people who are helping.'*

To this day, especially in times of disaster, I remember my mother's words and I am always comforted by realizing that there are still so many helpers –so many caring people in this world."

~Mr. Rogers

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What to Expect

01	02	03	04
Explore key activities across the crisis continuum	Introduce the ARC Model as an approach to student planning	Refresh best practices for being a member of a student's support TEAM	Facilitate practices for ongoing wellness as a caring adult professional

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Meaningful Actions

Across the Crisis Continuum

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Activity

In order to go from the image on the left to the image on the right, what needs to happen?

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The
Process

RECOGNIZE

- The injury
- Restoration is possible
- Value in the effort

APPLY

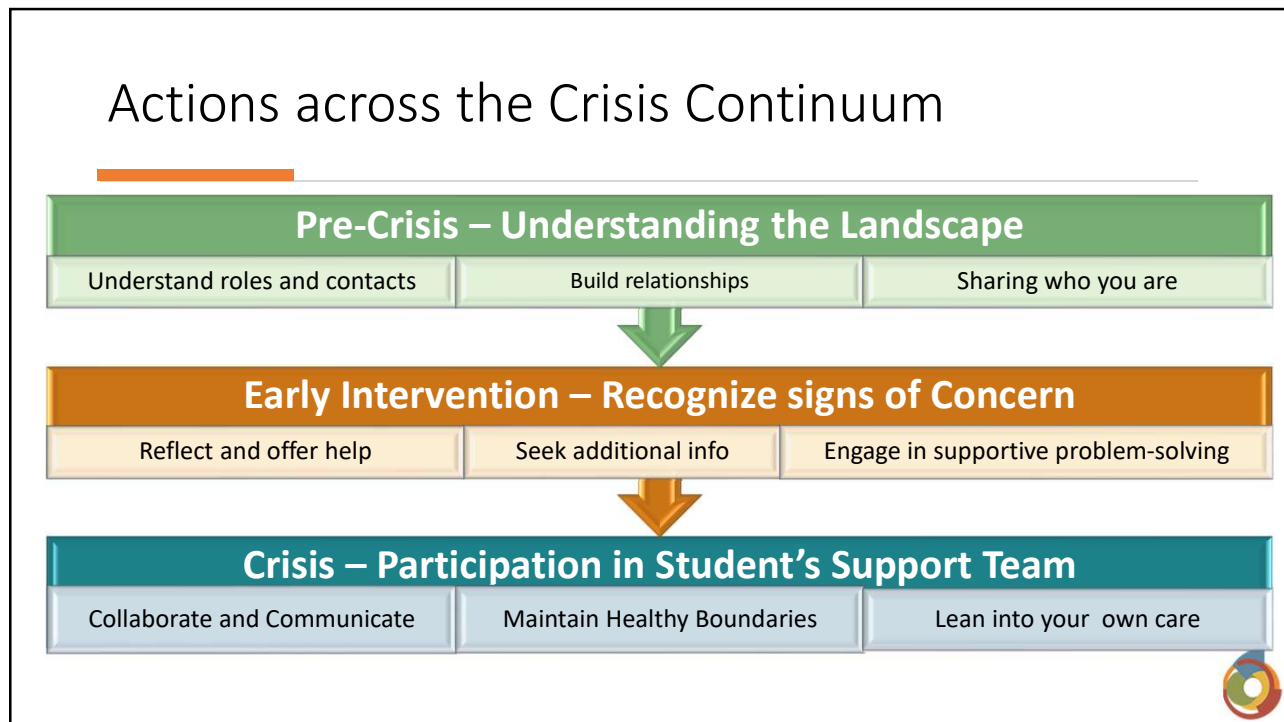- Engagement strategies
- Meaningful skills and abilities

IMPLEMENT

- Preparation | Patience | Support
- Protection from future impact where possible | Avoid being the hammer
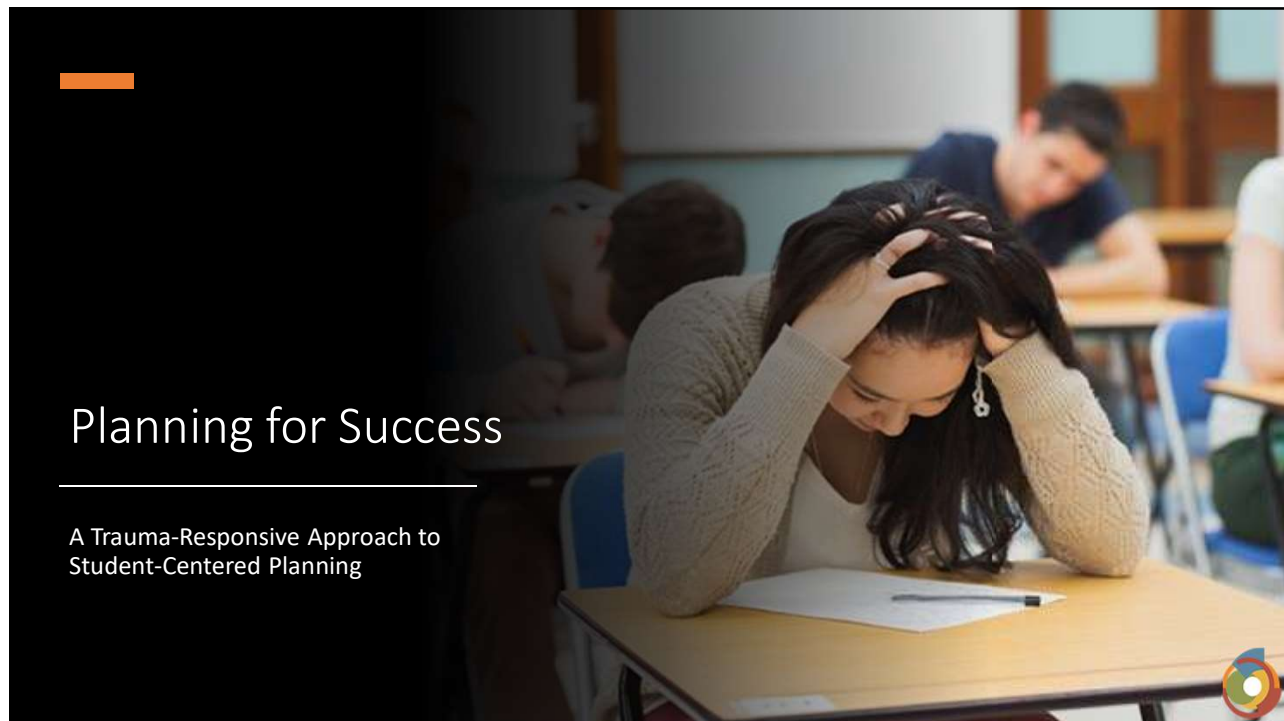
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Actions across the Crisis Continuum

Pre-Crisis – Understanding the Landscape

Understand roles and contacts	Build relationships	Sharing who you are

Early Intervention – Recognize signs of Concern

Reflect and offer help	Seek additional info	Engage in supportive problem-solving

Crisis – Participation in Student's Support Team

Collaborate and Communicate	Maintain Healthy Boundaries	Lean into your own care

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Planning for Success

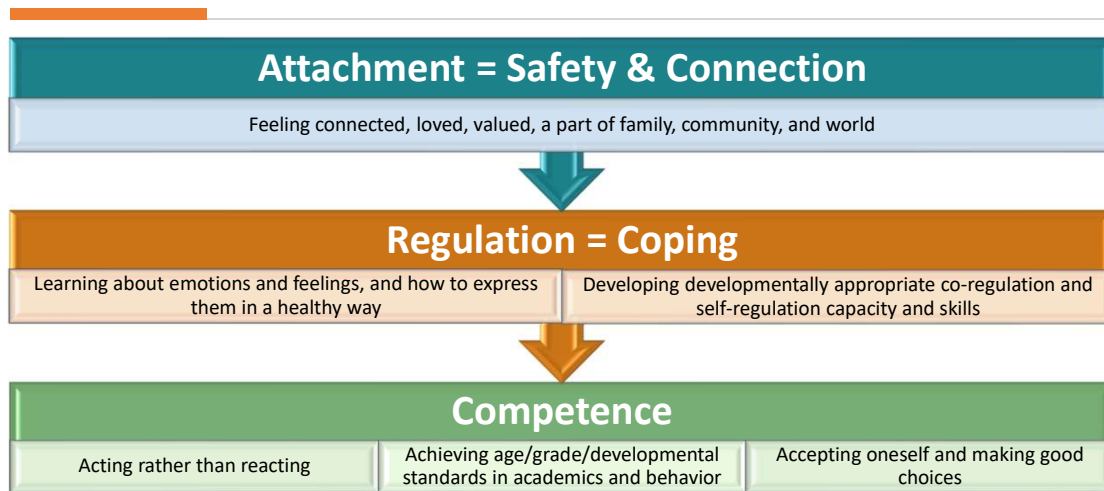A Trauma-Responsive Approach to
Student-Centered Planning

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Tips & Tricks for Trauma-Informed Planning

- Begin each meeting with all participants sharing what **they love or value most** about the student
- Come to a **shared understanding** of the identified challenge
- Explore **what is known** about the challenge, **what areas need discovery**
- **Invite feedback** and insight – including from student
- Brainstorm possible solutions and steps; **Collaborative and Proactive Solutions Approach** (R. Greene)
- Build **locus of control** as part of the plan
- **Incremental steps** become higher and/or further apart as you see success
- **Normalize** that progress may be **uneven; preview set-backs**
- Illuminate incremental progress; provide **targeted feedback**
- **Adapt and modify** plan as needed, it is a plan that may fail –never the student

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Student-Centered Planning

Attachment = Safety & Connection

Feeling connected, loved, valued, a part of family, community, and world

Regulation = Coping

Learning about emotions and feelings, and how to express them in a healthy way	Developing developmentally appropriate co-regulation and self-regulation capacity and skills

Competence

Acting rather than reacting	Achieving age/grade/developmental standards in academics and behavior	Accepting oneself and making good choices

ARC: Attachment, Self-Regulation and Competency, Blaustein & Kinniburgh, 2010

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Attachment

Overarching Goal:

Creation of a safe environment (trauma informed system) and safe relationships that support children and adolescents in meeting developmental, emotional and relational needs.

ARC: Attachment, Self-Regulation and Competency, Blaustein & Kinniburgh, 2010

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Regulation

Overarching Goal:

Support youth ability to safely and effectively manage experience on many levels: emotional, physiological, cognitive, and behavioral; this includes the capacity to identify, access, modulate and share various aspects of experience.

ARC: Attachment, Self-Regulation and Competency, Blaustein & Kinniburgh, 2010

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Competence

Overarching Goal:

Build the foundational skills needs for healthy ongoing development and resiliency by supporting key reflective capacities, including ability to set goals and make active choices and developmentally appropriate sense of self.

ARC: Attachment, Self-Regulation and Competency, Blaustein & Kinniburgh, 2010

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Discussion

- What do you already provide or connect students with around:

  - *Attachment*

  - *Regulation*

  - *Competence*

- Where do you find friction?

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REMEMBER:
Part of the Pie

When a student is experiencing stress or distress the stakes can be high. Recognizing that we are in important **slice of support** and **not the whole pie** orients us to be successful advocates and agency-builders NOT saviors or superheros.

The good news – you are **NEVER alone**! *Can always consult with your Program Director and team.*

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Our Own Care

Maintaining our wellness while doing hard work
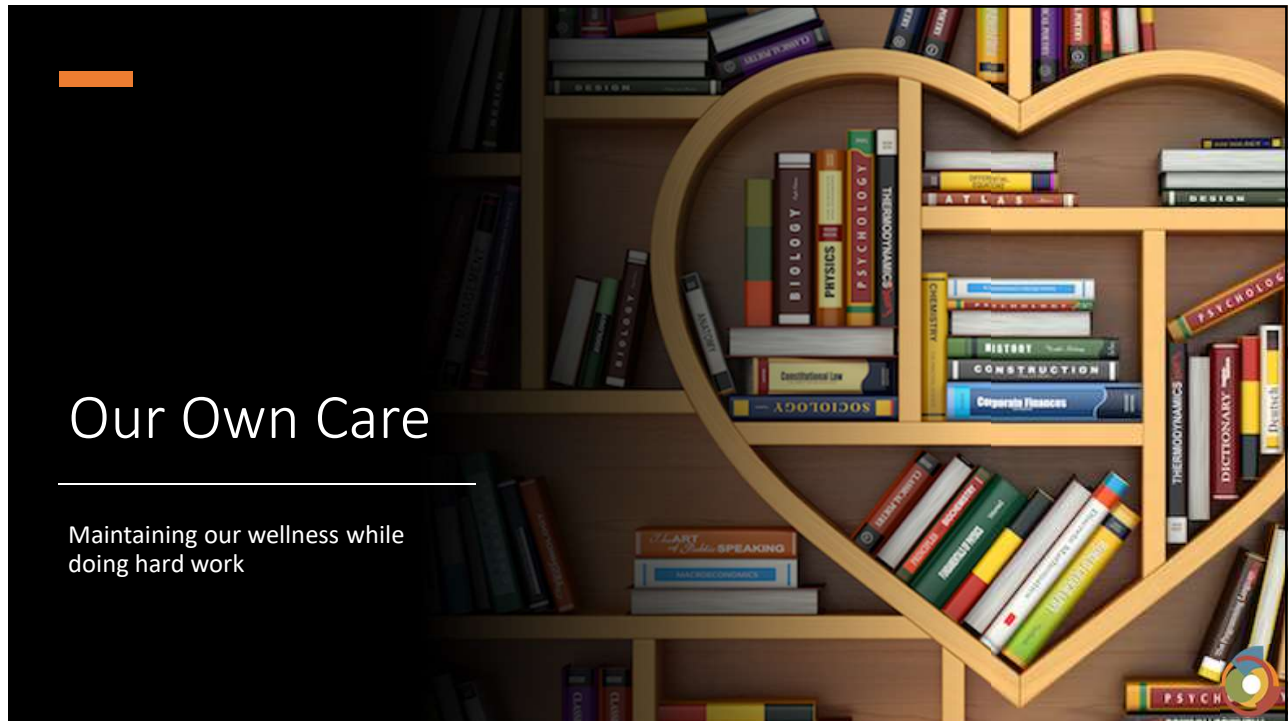
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Self-Care in Community

Self-Care is a **Group Activity**

Normalizing asking for help…

- Make it a habit to regularly check in with others
- Try to empathize
- Try to make a specific offer of support
- Prioritize YOUR rest! & Their rest
- Socialize for the fun & joy it brings
- Be bold enough to intervene

Sit Down to Rise Up: How Radical Self-Care Can Change the World, Shelly Tygielski
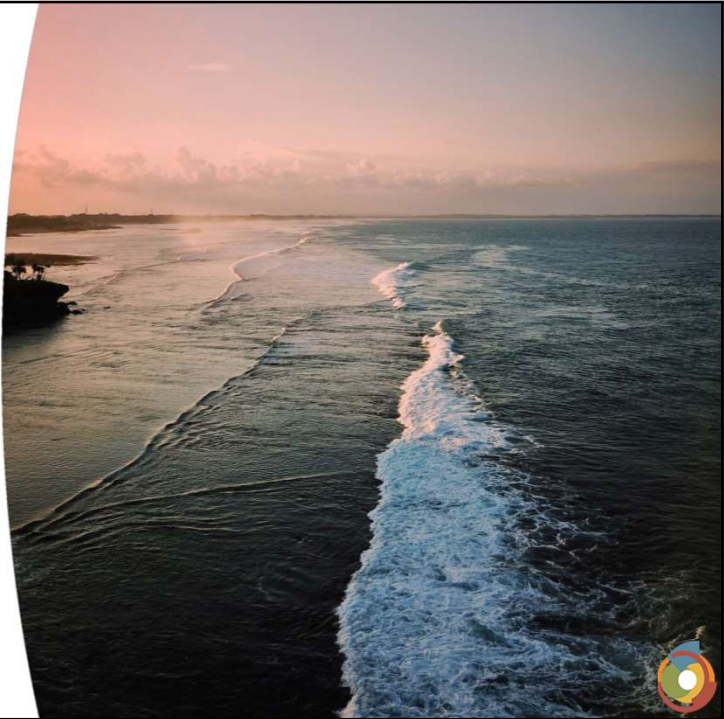
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Self-Care Rhythm

Rhythm: a strong, regular, repeated pattern of movement

A self-care rhythm = doing something:

- Daily
- Weekly
- Seasonally
- Annually
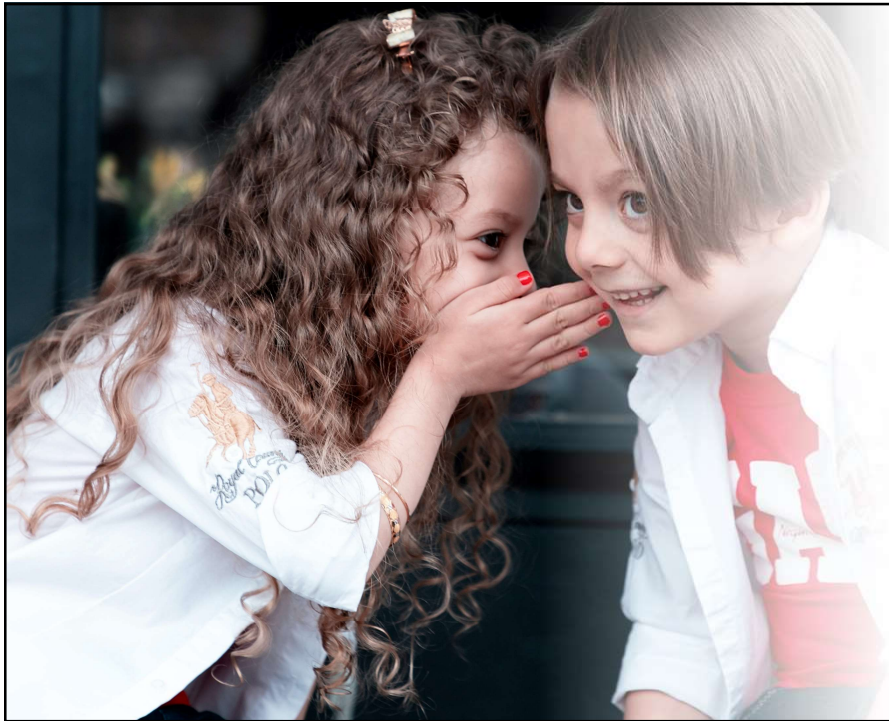
Presilience | Foyer | Today

Mindful Online Learning: *Radical Self-Care*, Shelly Tygielski
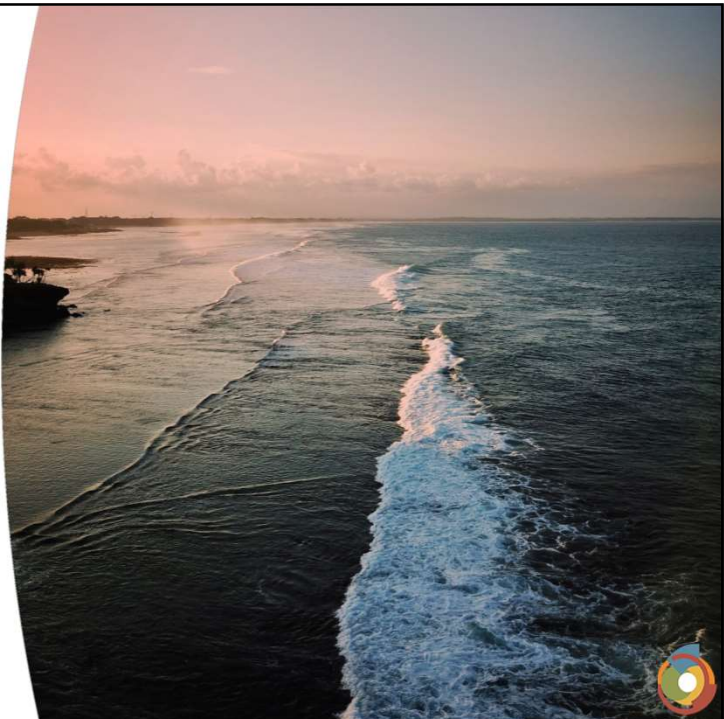
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Just 1 Thing

● ● ● ● ●

- I will take away from today…
- I can give to myself…
- I can offer to others…

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TIG

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Resources

Books:
- Sit Down to Rise Up: How Radical Self-Care can Change the World by Shelly Tygielski
- Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
- Fostering Resilient Learners by Kristin Souers & Peter A. Hall
- **Reaching and Teaching Children who Hurt** by Susan Craig
- **Trauma Sensitive Schools for the Adolescent Years** by Susan Craig
- **Solving Academic and Behavior Problems**: Strength-based Approaches for Teachers and Teams by Margaret Searle & Marilyn Swartz

Apps:
- CALM
- 10% Happier
- Insight Timer

Online:
- 3 Minute Breath Meditation
- Tend Academy Resources
- Compassion Resilience Toolkit

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