

Trauma Informed Care for Parents

Parenting During the Covid-19 Pandemic and Beyond



Objectives: What will we learn?

As a result of this session, participants will be able to:

Define
trauma

Characterize
the impact of
trauma on
the
developing
brain

Identify
helpful
strategies
for trauma
informed
parenting

Recognize
the
importance
of self care



Practice self care

Listen nonjudgmentally

Questions at the end

Our Safe Zone



Main Points of Trauma Informed Care:

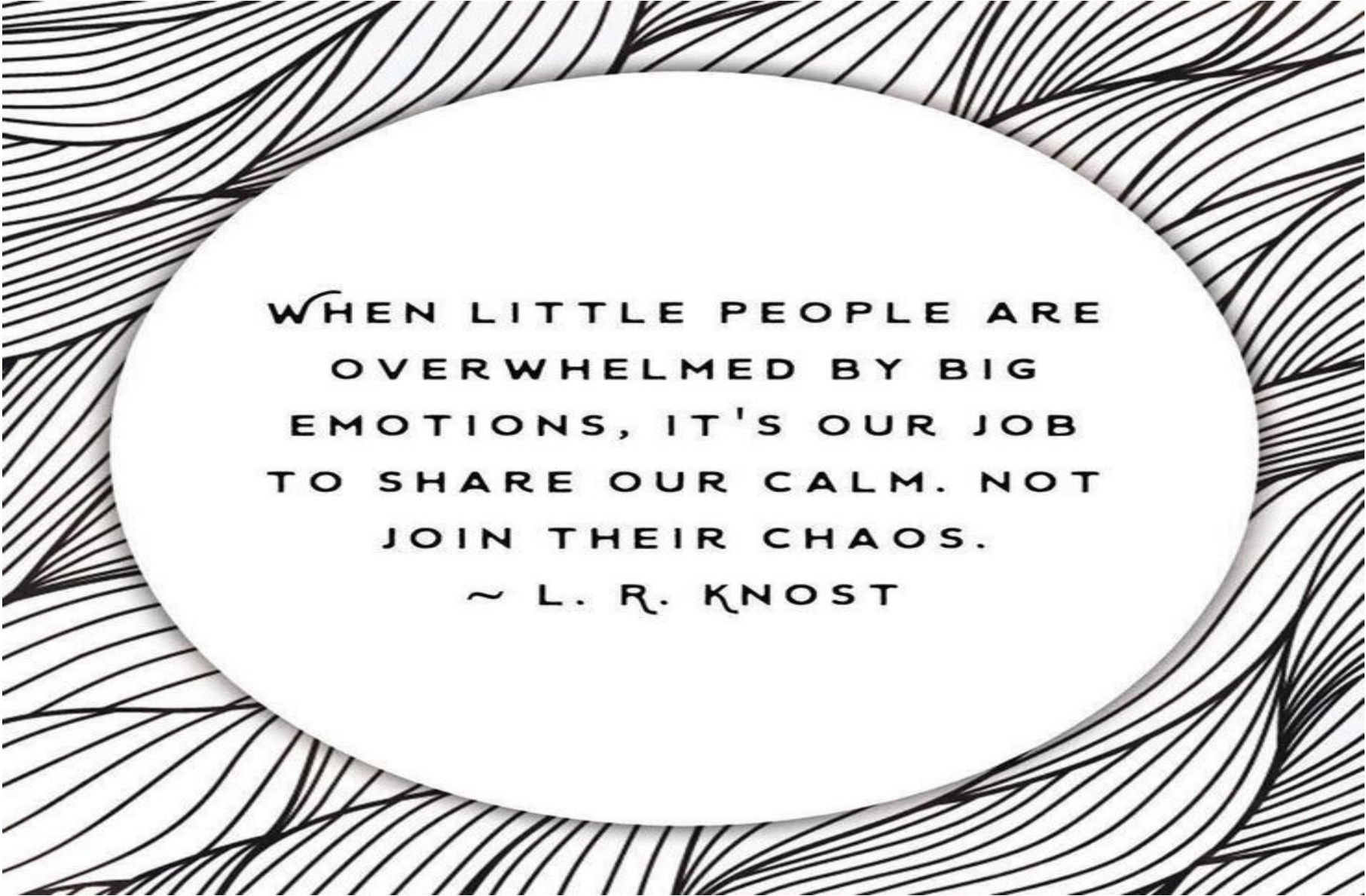
Universal Precautions

“Symptoms” are understood not as pathology, but attempts to cope and survive (Symptoms as strengths)

Key is a collaborative and trusting relationship between child & parent/caregiver (and school)

The primary goals of being trauma informed: to be consistent, safe, and supportive





WHEN LITTLE PEOPLE ARE
OVERWHELMED BY BIG
EMOTIONS, IT'S OUR JOB
TO SHARE OUR CALM. NOT
JOIN THEIR CHAOS.

~ L. R. KNOST



- Trauma arises from an inescapable stressful event that overwhelms an individual's coping mechanism.
- Childhood trauma is not an event itself, but a response to a stressful experience:
 - Actual or threatened death or serious injury to self or others
 - Threat to psychological or physical integrity of self or others
 - Intense fear, helplessness, or horror



Types of Trauma

Early Childhood Trauma

Complex Trauma

Disasters (Hurricanes)

Generational (Covid 19 Crisis)

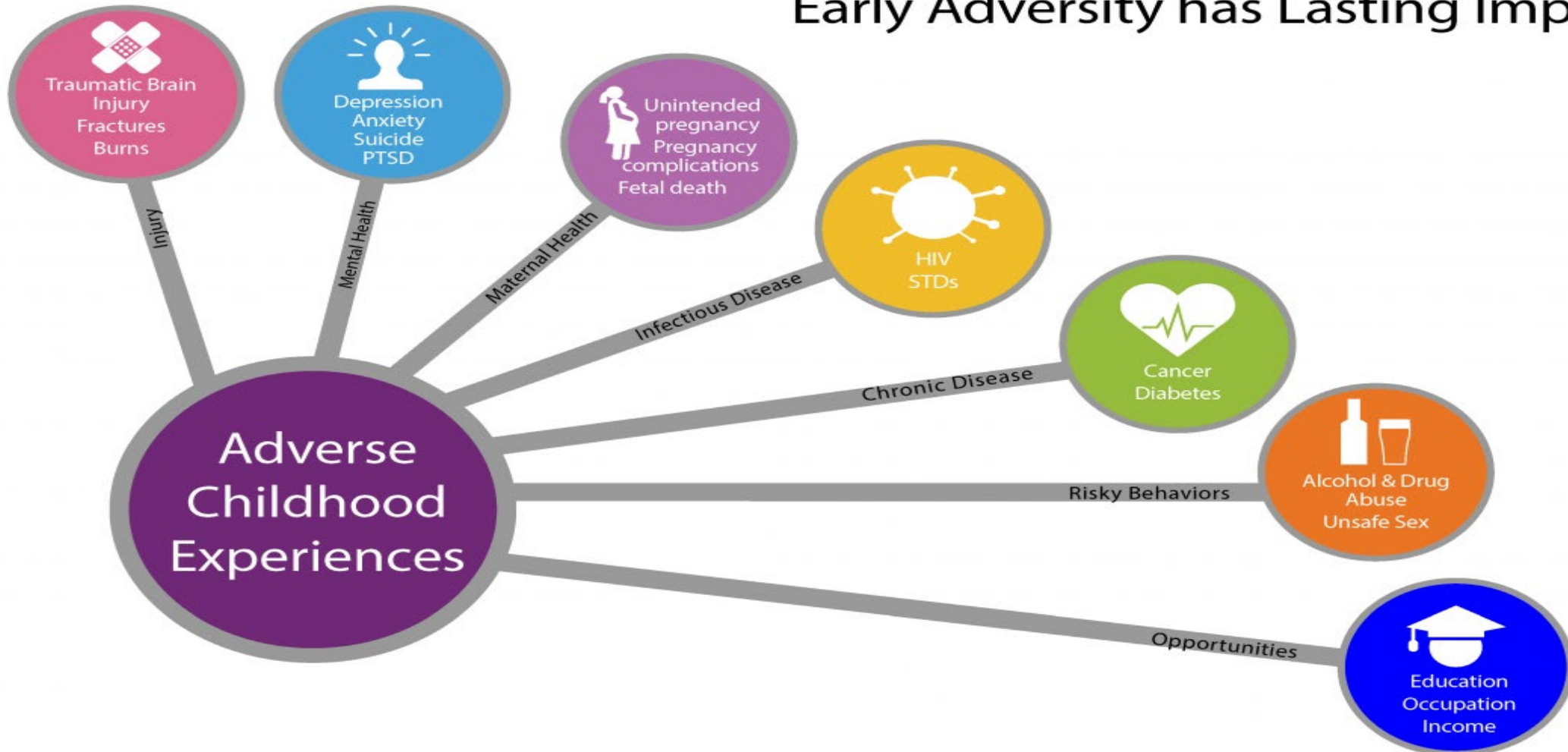
And more...



Brief Explanation of ACES



Early Adversity has Lasting Impacts



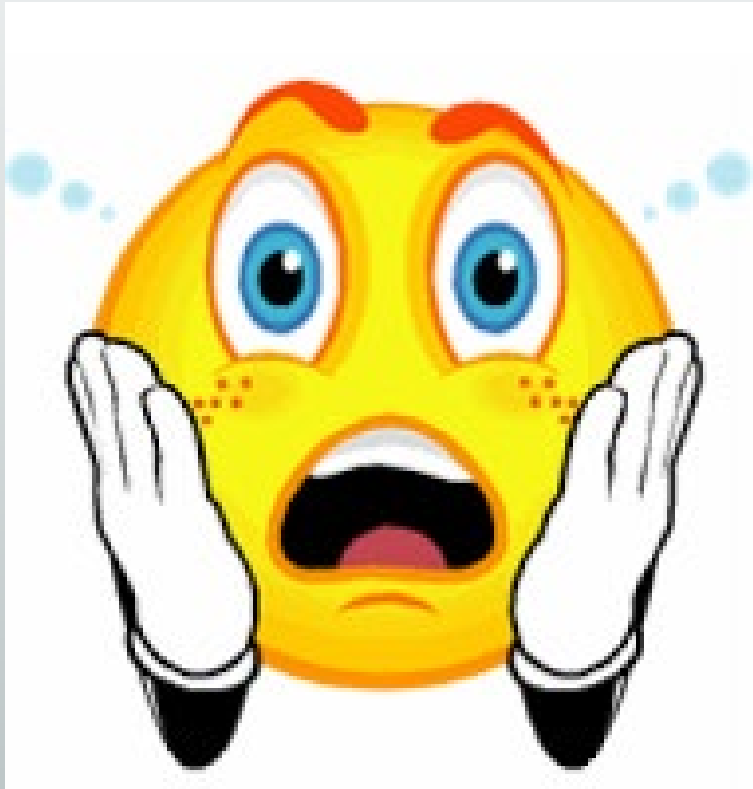
Instead of,
'What's wrong
with you?'

Instead of, "Why
did you do that?"

Think, "What
could have
happened?"

Changing Our Thoughts





**What we
think
worry &
anxiety
looks like!**



What worry & anxiety might look like for a child who has experienced trauma:

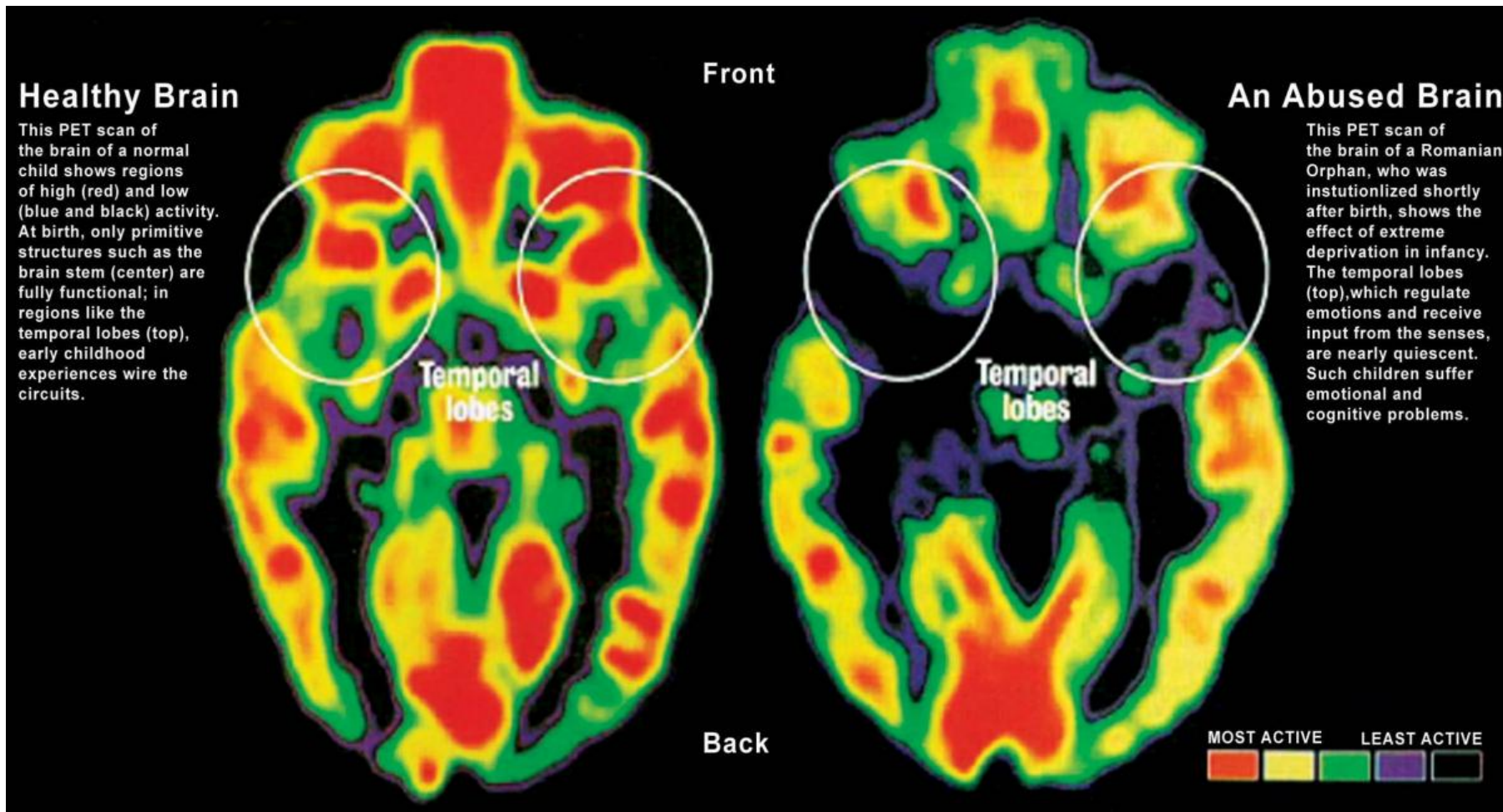


Trauma's Impact on the Developing Brain

- Affects the stress response
- Constant danger requires a state of constant alertness
- Children in abusive environments develop the extraordinary ability to scan for warning signs of attack
- Traumatized children cannot remove their “trauma glasses” as they go between dangerous place to safe place



Trauma's Impact on the Developing Brain



Trauma's Impact on the Developing Brain

When the trauma happened determines which region(s) of the brain are most impacted

Experiences often stored as “feelings” because so much might happen before we learn to store memories as words

Being trauma informed is not an awareness of the actual trauma, but knowing trauma's impact on the brain and how to handle it



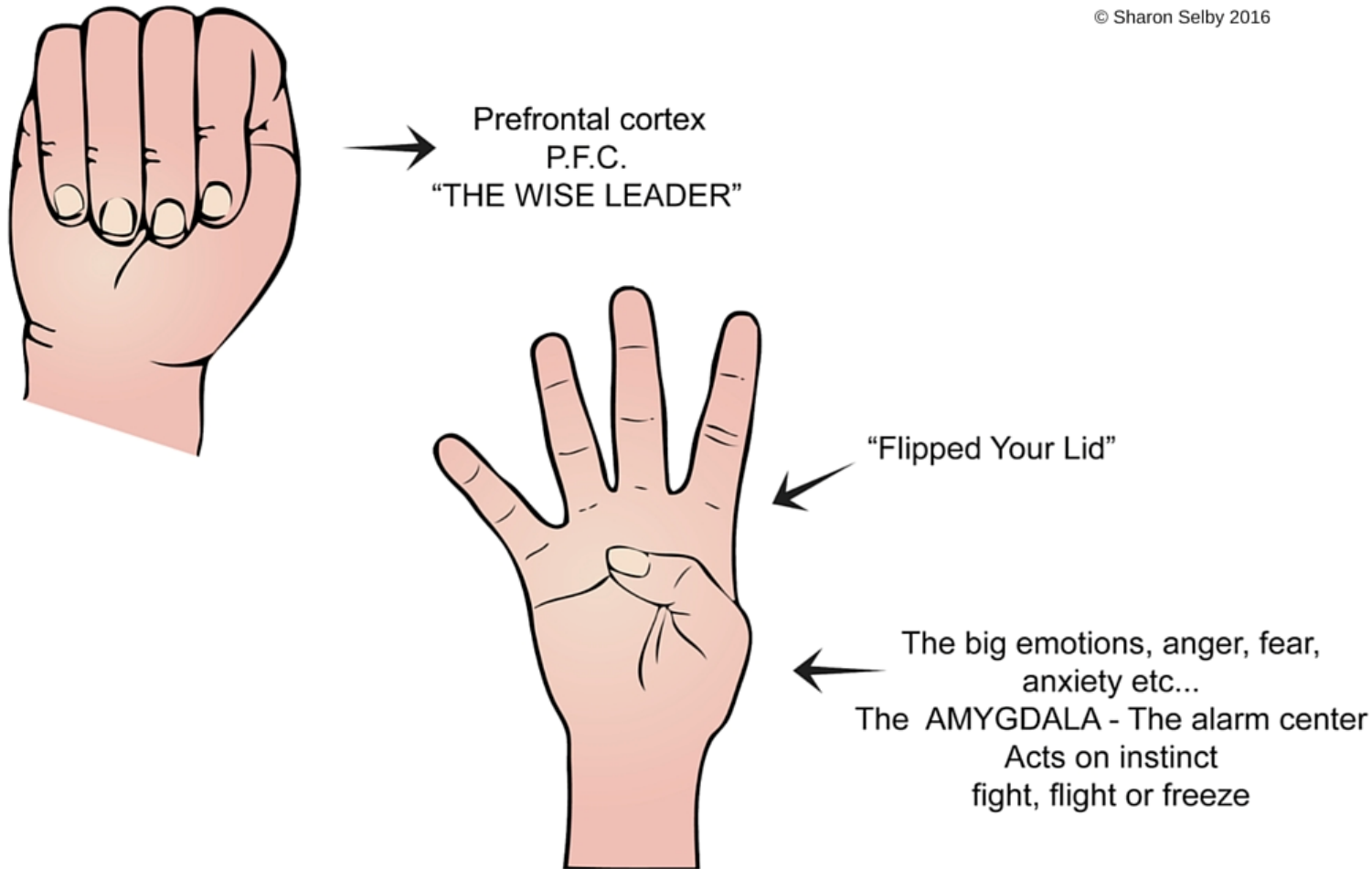
Research has proven that brains can be “rewired”

Most important factor is at least one caring adult

Also remember, not all children are impacted the same

Trauma's Impact on the Developing Brain





Upstairs Brain vs. Downstairs Brain

Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation* (Bantam Books, 2010)



When I am in my "Upstairs Brain" I...

- think before I act
- am in control of my body and reactions
- can focus
- can see others' point of view
- think before I speak
- feel like I can get my work done



When I am in my "Downstairs Brain" I...

- act before I think
- am not in control of my body and reactions
- feel too tired or stressed to focus
- yell, scream, argue, or run away
- only see a problem from my point of view

Upstairs Brain vs. Downstairs Brain



Upstairs Brain vs. Downstairs Brain

We cannot effectively correct behavior when the “lid is flipped”

First we need to de-escalate and then address behavior



Ways to De-escalate

Numbers

A1

(Alpha/counting/
drawing in air)

“Peace begins
with me”

Sensory

(often not
talking)

Mirror

Calm Down
Corner



Easy Physical Activities

- Run it out
- Swinging
- Jumping rope
- Hopping – 3 times right, 3 times left
- Skipping
- Marching



Remember, only after de-escalated enough to use language

Avoid “Why”

Try these instead...

I noticed you seem upset...

Tell me what’s happening

Changing Our Language



Counteracting Adverse Childhood Experiences

SAFETY-first and foremost

Calm

Predictable

Public praise

Private correction

Build resiliency



Awareness of Our Own Stress Responses



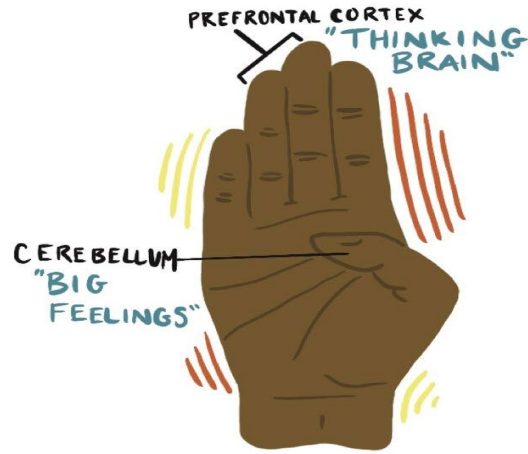
How can we effectively manage a child's stress response when our own stress response has been activated?



Parenting: The Struggle is Real

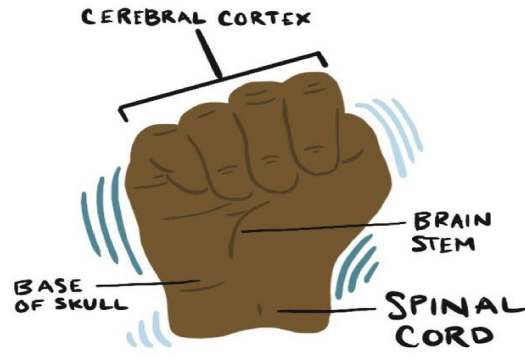


FLIPPING your lid



FLIPPED LID

You lose access to your prefrontal cortex, your "thinking brain." Your amygdala activates the fight, flight, freeze response, and you operate from a place of fear.



CALM MIND

Since all of your brain parts are working in harmony, you feel calm, balanced, and alert yet relaxed.



Adults: We "flip our lid" too!





Planning For Challenging Incidents

- Extreme anger and aggression
- Plan ahead with child in a calm moment
- Child is unlikely to be able to “think things through” or “make a better choice”
 - Provide explicit feedback
- Understand child maybe terrified by their own lack of control
- Best way to help – adult must stay CALM and self-regulated

Consequences

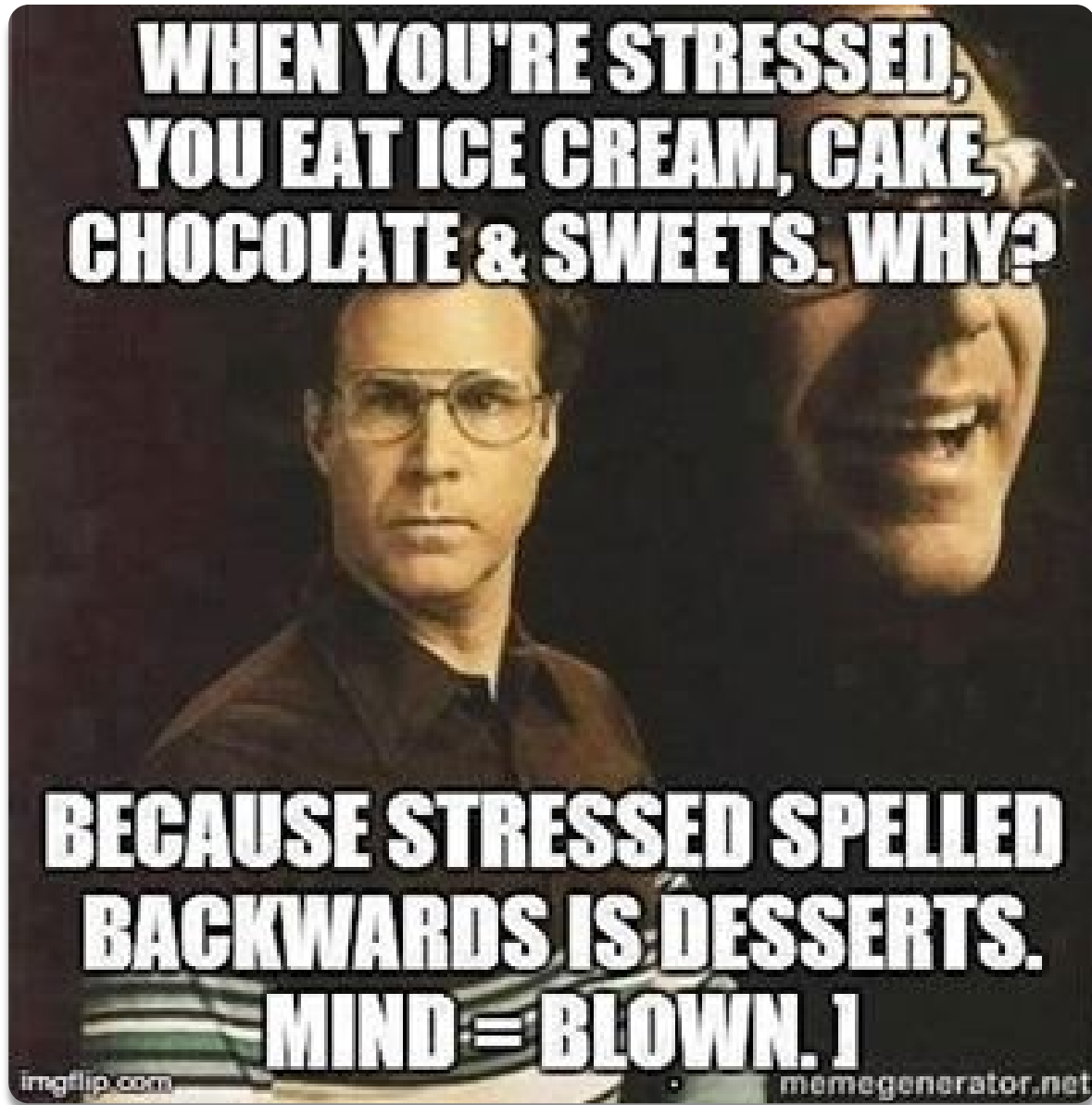
- Preplanned as much as possible
- Must be natural and reasonable
- Restorative and instructive about safe behavior

Taking Responsibility

- Explore the impact on others
- Especially the impact on relationships with other students.

Planning For Challenging Incidents





Video: How to Make Stress Your Friend

https://www.youtube.com/embed/RcGyVTAoXEU?modestbranding=1&autoplay=1&iv_load_policy=3&rel=0&fs=1&start=300&end=449



Self-Care

What can we do
to practice self-
care?

Work/life
balance is so
important

- Health
- Relationships
- Competence
- Gratitude



Self-Care Continued...



Relaxation Techniques – e.g. deep breathing, meditation.



Contacts with Nature – e.g. gardening, hiking, etc.



Creative Outlets – e.g. painting, drawing, cooking, writing.



Limit setting – It is okay to set boundaries and say “no.”



Routine/Change in Routine – Quality time alone, take different routes to and from work, develop a way to transition from work to home.





POSITIVE
AFFIRMATIONS



RELAXATION
TECHNIQUES



MINDFULNESS

Self-Care Continued...





Positive Affirmations



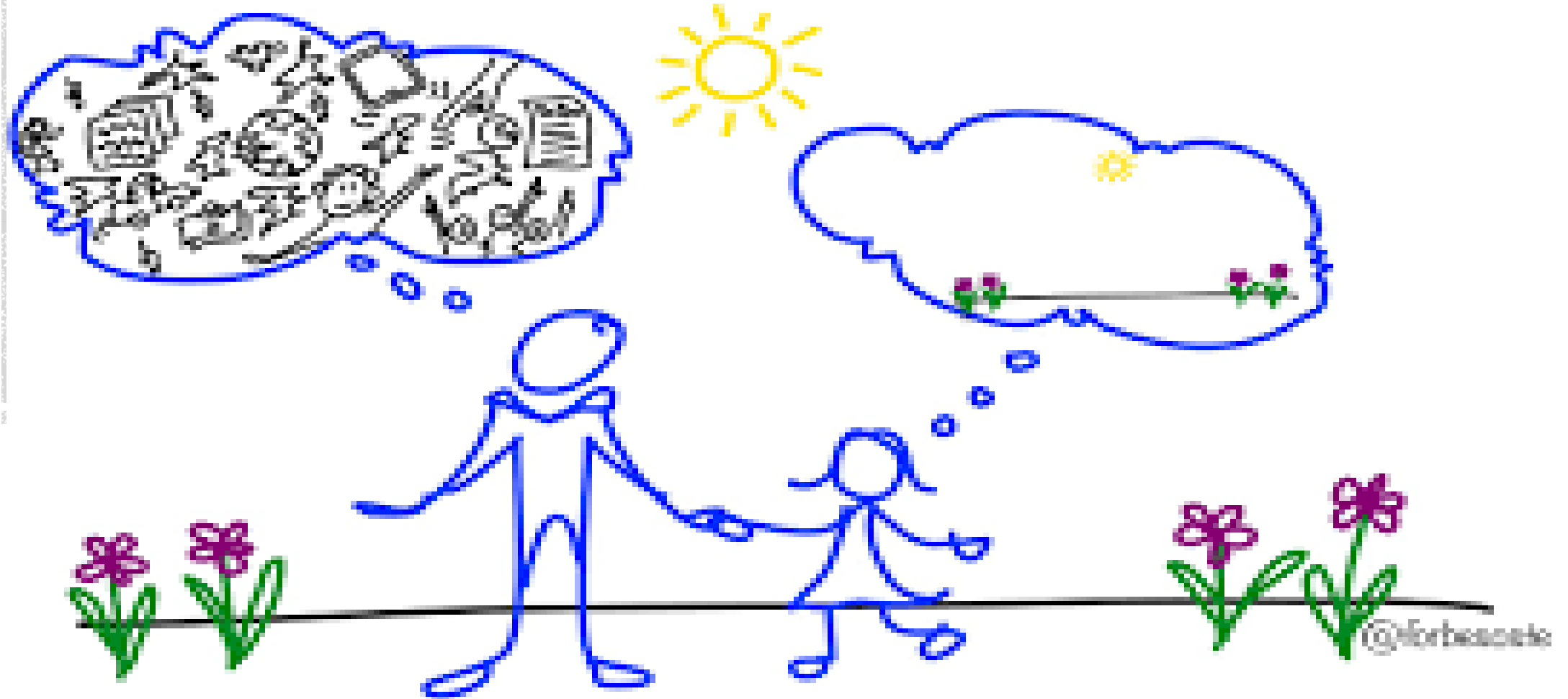
Mindfulness

Mindfulness is (APA definition)

“...a moment-to-moment awareness of one’s experience without judgment. In this sense, mindfulness is a state and not a trait. While it might be promoted by certain practices or activities, such as meditation, it is not equivalent to or synonymous with them.”



Mind Full, or Mindful?



@forbescats

Mindfulness practices have many benefits.

Mindfulness practices can help with a variety of issues, including substance abuse, trauma, anxiety, and depression.

Mindfulness



Examples of Mindfulness Activities

Mindfulness Activity - Adults (Williamson)

Minfulness for Adults (Shapiro)

Mindfulness for Adults (Boissiere)

Mindfulness Activity - Children





Support Systems

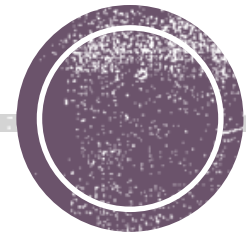
- Medical and mental health professionals
- Family & Friends
- Coworkers
- People with shared experiences
 - Attachment Trauma Network
- Spiritual Support

Others?



Self Care Plan

**TAKE THE TIME TO DEVELOP A PLAN-
YOU ARE WORTH IT**



Compassion Fatigue



"Taking care of myself
doesn't mean 'me first.'
It means 'me too.'"

L.R. Knost

GoodTherapy.org





**HEADSPACE
APP**



**MOTIVATION
APP**



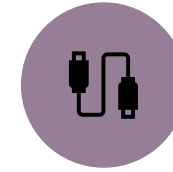
BREATH APP



**INSIGHT TIMER
APP**



**SIMPLE HABIT
APP**



MINDSHIFT APP



CALM APP



Questions?

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**Thank
you!**

