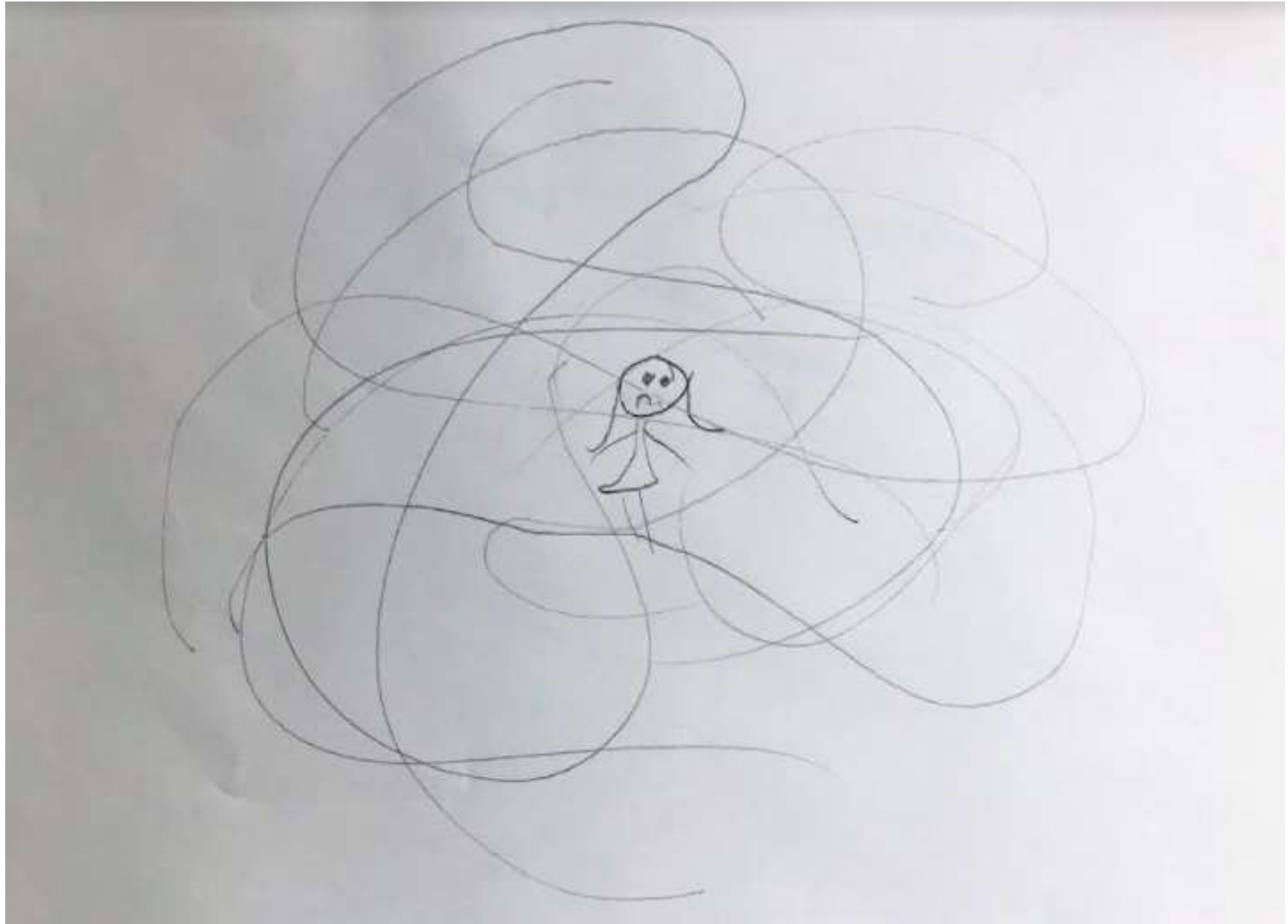




PARENTING FOR RESILIENCE DURING COVID









STOCK PHOTOGRAPHY OF PARENTING IN THE TIME OF COVID: IS IT THIS GRIM?!



BRAIN STATES



- **Survival:** Safety

BRAIN STATES



- **Emotional:** Connection
- **Survival:** Safety

BRAIN STATES



- **Executive Function:** Learning
- **Emotional:** Connection
- **Survival:** Safety

BRAIN STATES



- **Executive Function:** Learning
- **Emotional:** Connection
- **Survival:** Safety

- All behavior is communication.

BRAIN STATES



- All behavior is communication. Difficult behaviors communicate a lack of safety and connection.
- Instead of reacting to the behavior, respond to the need.
- Our goal is to keep children safe and connected so they can learn.

WINDOW OF STRESS TOLERANCE

Breaking point



Baseline Stress



WHAT BEHAVIOR MIGHT WE SEE?

- **Pre-K & Kindergarten:** disrupted sleep, temper tantrums, bedwetting, decreased appetite, fearful of getting sick, and fearful of being alone.
- **Elementary School:** disrupted sleep, concentration problems, irritability, attention-seeking behavior, and difficulty concentrating.
- **Middle School and High School:** disrupted sleep, concentration problems, agitation, withdrawal from others, apathy, increased substance use, and increased somatic complaints.

Kids' Sadness About COVID-19

May Look Like:

Anger

"This stupid remote doesn't work!"

Resisting the "new order"

"I'm not doing four math problems! I'm only doing one!"

Tiredness

"I don't want to go for a walk. I'm too tired!"

Numbing Out

("Just 30 more minutes on the iPad!")

Displaced frustration

"I didn't want lasagna for dinner. I wanted tacos!"

Boredom

"I'm bored" = code for "I'm sad"

WHAT'S PREDICTABLE IS PREVENTABLE

- How can we provide safety and connection for our children in an uncertain world?
- (Reminder: It starts with us!



THE SCIENCE OF RESILIENCE

- C.A.R.E.E.R. takes the science of resilience and translates it into ready to use strategies and structures



COMMUNITY
RESILIENCE INITIATIVE

HOLDING SPACE: SIX STATIONS

- **Celebration Station**
- **Affirmation Station**
- **Regulation Station**
- **Expectation Station**
- **Education Station**
- **Restoration Station**



EXPECTATION STATION

- Engaged family members are less likely to violate expectations when they know the expectations.
- Every family should communicate expectations that address how people treat each other and how they operate in all areas of the family.

Importance of regular, predictable structure and routine during COVID

- Expectations
- Monitoring
- Consequences (+ & -)

EXPECTATION STATION

- Visual Expectation
- Show and Tell
- Do overs (Remind and Rewind)
- Grace Period



AFFIRMATION STATION

- The support of a caring, affirming adult is one of the strongest protective factors to help individuals rise above their circumstances.
- How do we catch kids doing things well or acknowledge when kids are doing hard things? How do we reinforce the idea that mistakes are opportunities for learning?

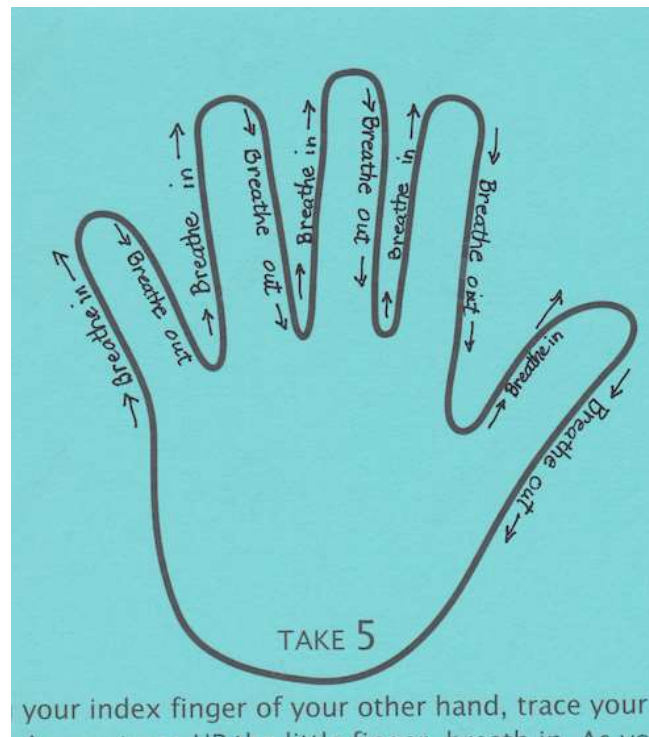


Instead of “great job!”
try “I noticed you were thoughtful and really took your time; the result shows how hard you worked!”

Or instead of “thanks!”
try “you put all your school supplies away after your Zoom this morning; that really helps our family keep this house in order!”

REGULATION STATION

- It is important to develop our capacity to be calm, to be aware, and to be present, even in stressful situations.
- Regulating the autonomic nervous system is the key to calming stress and can strengthen our immune system.
- How can you start the day with regulation? Take frequent breaks for regulation? Remind ourselves of our regulation strategies and remind each other?



- Physical Regulation
- Co-Regulation
- Resonance Regulation
- Mindfulness Regulation
- Sensory Suitcase
- Regulation Buddy
- Regulation Plan

CELEBRATION STATION

Science says...

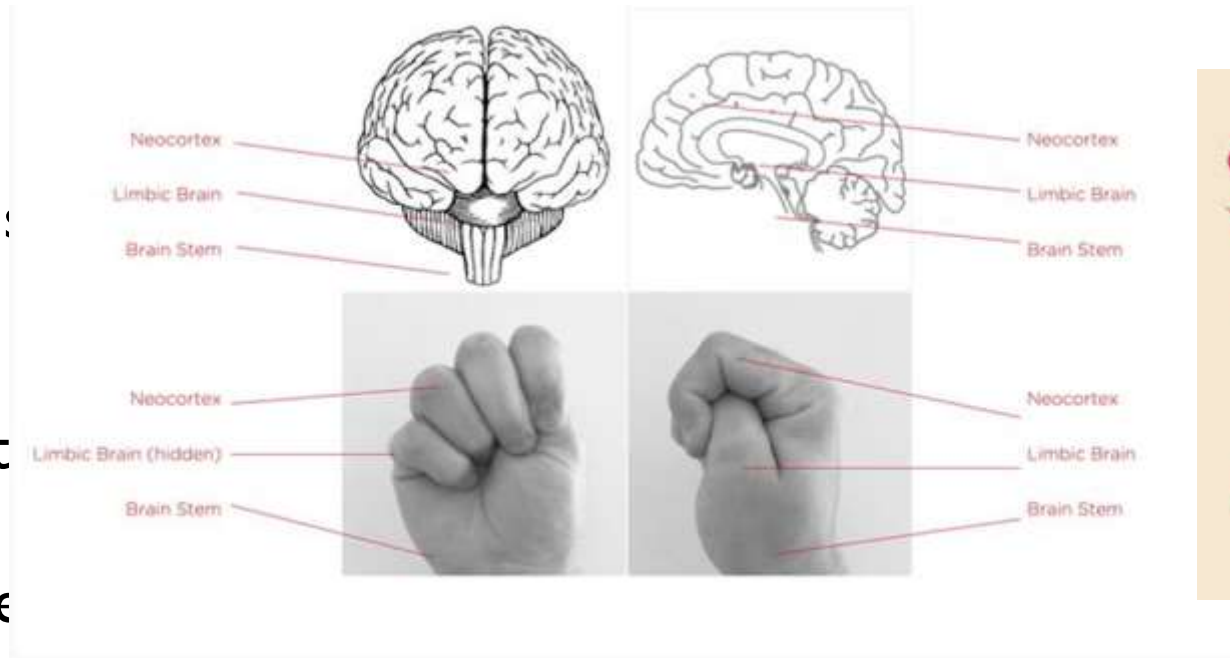
- Family celebrations have been identified as powerful organizers of family life that provide stability during times of stress and transition.
- Research indicates that when we celebrate the small things in daily life with intentionality and creativity, life with others is more meaningful.



- How do we celebrate the return to school?
- How do we celebrate in ways that create family identity and cohesion?
- How do we make each individual child feel love and belonging?
- How do we have rituals that foster a sense of safety and connection with our celebrations?

EDUCATION

- How do we normalize the many feelings we may be experiencing during times of transition?
- How do we teach our kids about their own brains to empower them?
- How do we teach students about the different responses our bodies have to stress, and ways to manage that stress?



Dan Siegel's Hand Model of the Brain



RESTORATION

- How do we recognize, acknowledge, and respond to conflict in relationships?
- How do we teach the skills of restoration before conflicts occur?
- How do we model the skills of restoration?
- How do we support kids to repair ruptures in relationships?

COMMUNITY RESILIENCE INITIATIVE

TIPS TRAUMA-INFORMED PROBLEM SOLVING

- R Regulate your emotions**
Hold your tongue, examine your brain state, rid self of tension, and offer yourself an affirmation.
- A Attend to safety & connection**
Predicting concepts of safety and connection is critical when it comes to problem solving.
- D Define the problem**
1) Ask questions. 2) Reflect back what you hear. 3) Be patient. Share concerns not solutions. Get the concern on the table, then share your concern of the issue.
- I Invite solutions**
For durable problem solving, solutions must be realistic, doable, and mutually satisfactory. Invite solutions: 1) Tell me more. 2) I get it, and... 3) Let's try it.
- O Offer an affirmation**
Affirm the relationship and the skills demonstrated in solving the problem.

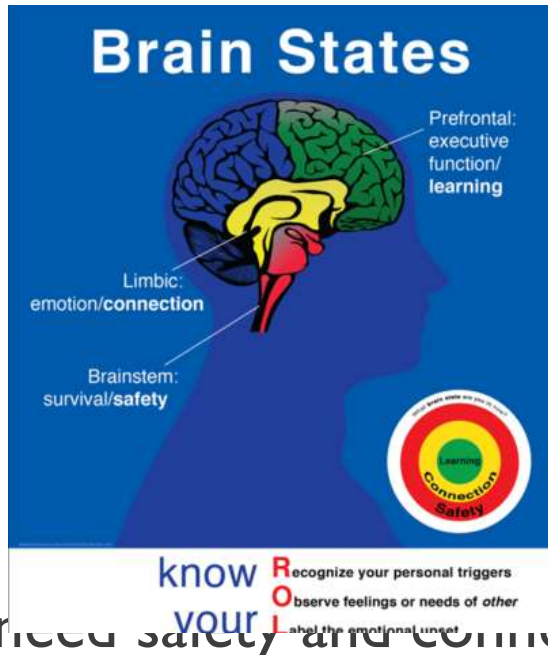
www.CRIResilient.org

ADDRESSING CHALLENGES

Three Guiding Principles

- 1. Recognize that the relationship you have underlies pretty much everything**
- 2. Assume anxiety/distress is influencing response...and respond accordingly**
- 3. Address behavior problems as skill deficits**

REMINDERS



- Students need safety and connection in order to learn.
- A well-bonded family can handle challenges, solve problems, and overcome adversity.

