

**Sheltering In Grace
from a Trauma-Informed Approach:
In the Face of Distance Learning**

Guided by

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Disclosure

Mindfulness

The practice and name Mindfulness were created by Jon Kabat-Zinn, who developed *Mindfulness-Based Stress Management* (MBSR) in 1979. His inspiration for Mindfulness came after attending a Buddhist insight meditation retreat. The lineage of Mindfulness methods has its origins from both Theravāda-based *vipassanā* and non-dual Mahāyāna approaches rooted in a different context from Indian and East Asian Mahāyāna Buddhism.

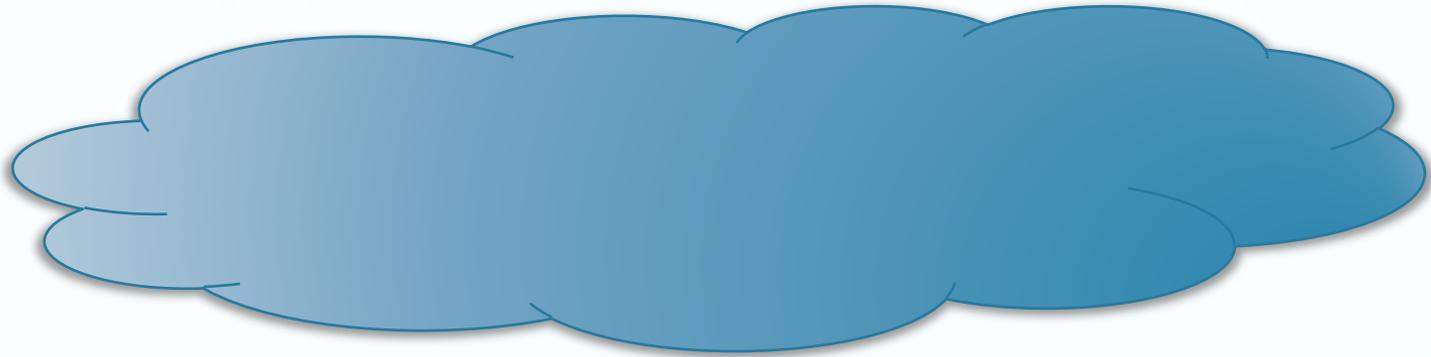
Intention:

*It is my hope that you discover broader insights through virtual learning engagements with youth that will increase relationship building for best practices from a trauma-informed perspective. Equally important, may you cultivate practical Self-Care tools to help reduce stressful challenges in order to reset and recharge your Well-being... as you shelter-in-**GRACE**, one breath at a time.*

Agenda

- **Trauma-Informed Practices**
- **Remote Learning & Best Practices**
- **Self-Care**

Mindful Moment



Be Mindfully Present: let go of anything that might be a distraction (family, paperwork, cell phone to vibrate etc.) and be *present with purpose in this moment*. Bring your full self and attention to this virtual training. Recognize those things that you need to let go of and release them.

What's Trauma-Informed?

“Trauma-informed care is a strength-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.”

(Hopper, Bassuk, & Olivet, 2010)

Definition:

Trauma and Complex Trauma

Trauma is the experience in which powerful and dangerous events overwhelm a person's capacity to cope.

- *Rice & Groves, 2005*

Complex trauma exposure refers to the simultaneous or sequential occurrences of a child maltreatment—including emotional abuse and neglect, sexual abuse, physical abuse, and witnessing domestic violence—that are chronic and begin in early childhood.

- *Cook, Blaustein, Spinazzola, & Van der Kolk, 2003*

Goals of a Trauma-Informed Care Practice – The 4 *R*'s:

To work with people in a way that does not cause additional harm, and to create an environment and culture that:

- ***Realizes*** the widespread impact of trauma
- ***Recognizes*** the signs and symptoms of trauma in others: Not “*What’s wrong with you?*” but “*What happened to you?*”
- ***Resists*** re-traumatization
- ***Responds*** by integrating knowledge about trauma into policies, procedures and practices

Trauma-Informed Care

“Not realizing that children exposed to inescapable, overwhelming stress may act out their pain, that they may misbehave, not listen to us, or seek our attention in all the wrong ways, can lead us to punish these children for their misbehavior... If only we knew what happened last night, or this morning before she/he got to school, we would be shielding the same child we’re now reprimanding.”

-Mark Katz

Soda Can (explosion)

Expect Unexpected Responses

“....teachers must learn to put students' reactions into context—and not to take them personally. One way to understand these reactions is to think of the student as a soda can, and events that may trigger their trauma stress as shaking that can. We can't tell by looking if the can was recently shaken, but if it was, opening the can results in an unexpected explosive, messy reaction. If a student is triggered and experiencing heightened emotion, even a benign direction such as, ‘Please move over to make room for Jenny’ could result in an ‘explosion’ that the teacher never saw coming. By using trauma-sensitive strategies in the classroom, we can help reduce the times our students are ‘shaken.’”

*- Jessica Minahan
Trauma-Informed Teaching Strategies*

COVID-19

Increased Anxieties that can be Traumatic:

- BLM/ Violence against community members
- Housing insecurities
- Transportation
- Food insecurities
- Life-threatening illness in a caregiver
- Witnessing domestic violence
- Loss of employment / income
- Lack of safe space at home LGBTQ students/youth
- Social isolation
- Living in chronically chaotic environments due to sheltering in place
- Increased responsibilities for youth at home
- “Zoom Boom” fatigue
- Uncertainty of 2020 election

Trauma-informed Best Practices for Distance Learning

- Relationship Building
- Care & Concern
- Normalizing the Circumstances
- How is it impacting you?
- Name Emotions
- 1-10: How bored or lonely?
- Share photo or picture
- Creating Content together
- Create Virtual High Five
- Create Fun Activities
- Give students *voice and choice*
- Routines & Consistency
- Zoom Class Structure
- Show Video Content
- Virtual Reach Outs
- Positive Updates w/Caregiver
- Screen Time Limits
- “Top-Of” View
- Home Visit

Put it to Practice

Activity:

Scenario #1:

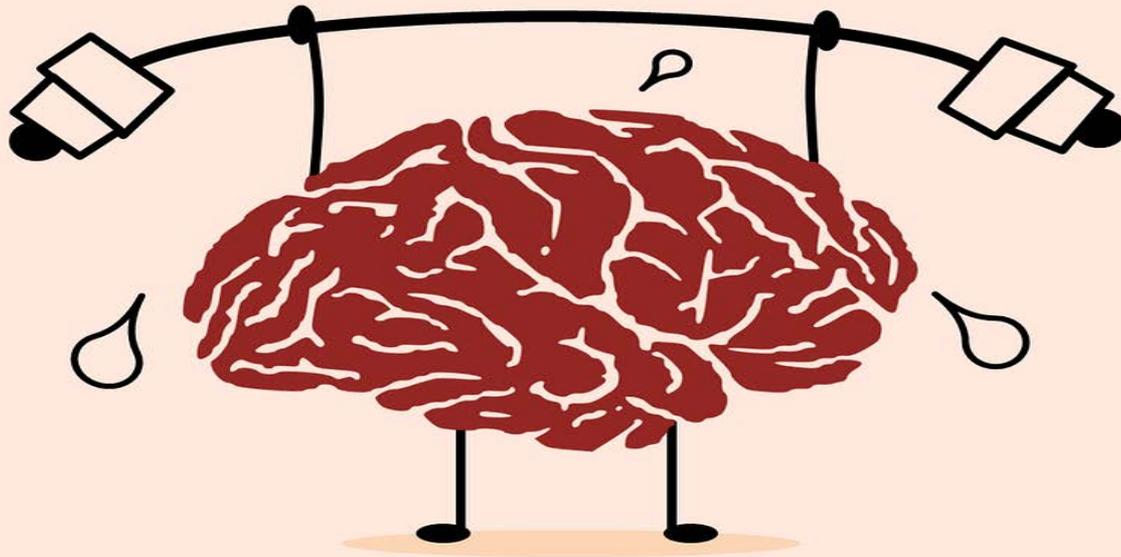
A student in your Zoom class is not following your directions.

You ask them to turn on their camera but they say no.

You ask them to read a paragraph aloud from your class reading but they say no.

- How can you respond (not react) to a dysregulated student?
- Based on the students behavior how could you help de-escalate the student?
- How can you engage the student who is not wanting to turn on their video screen?

Brain Break Exercise



Zoom Boom Fatigue (increasing stress)

- Unknown Future
- Computer/Internet Working Properly
- Sustained Periods of Imposed Isolation
- Isolated Connection
- Rows of Disembodied Heads
- Seeing Yourself
- Mental Weariness & Social Cues
- Facial Expressions (non-verbal communications)
- Body Language or Making Eye Connection
- Frozen Mid-conversation, Voice Interruptions & Disappearing Image
- Anticipating When to Talk
- Brain Processing More Info (draining)
- Online Work Space (not the bedroom)

A Vision for Self-Care by Sheltering in Grace

The Balance of Self-Care

“Being extremely honest with oneself is a good exercise. Our bodies are our gardens to which our wills are gardeners. You owe yourself the love that you so freely give others. Talk to yourself like you would to someone you love. Taking care of yourself doesn't mean me first, it means me too.”

- <https://www.developgoodhabits.com/self-care-quotes>

Stress

Stress is the state which is seen in response to internal or external stressors. Every system of the body responds to stress in varying ways.

Stress enlists changes affecting almost every system of the body, influencing how people feel and behave.

- psychologydictionary.org

Nearly seven in ten workers claim the coronavirus pandemic is the most stressful time of their professional career.

- hrexecutive.com

The Basics of *Self-Care*:

What do they look like?



- Adequate Sleep
- Rest and Relaxation
- Proper Diet
- Exercise



“Shelter-in-Grace”

Self-Care Examples

- Creating a New Norm
- Structure and Consistent Routine
- Positive Morning Affirmation
- Mindful Moment, Visualization
- Morning Exercise, Zoom links, YouTube, Facebook or gym
- Ask “What expectations of normal am I letting go of today?”
- Calm Work Space, Inspired Images, Nature, Low Lighting
- Zoom Boom Breaks
- Learn Something New (great for the brain)
- Create Art, Music, Dance, Read, Express Yo-self

What are the components of *Self-Care*?

Personal:

- Physical
- Spiritual
- Nutritional

Professional at Home:

- Creating space in your day
- Setting boundaries & limits
- Personal or Group Check-ins, (directors managers, supervisors, etc.)

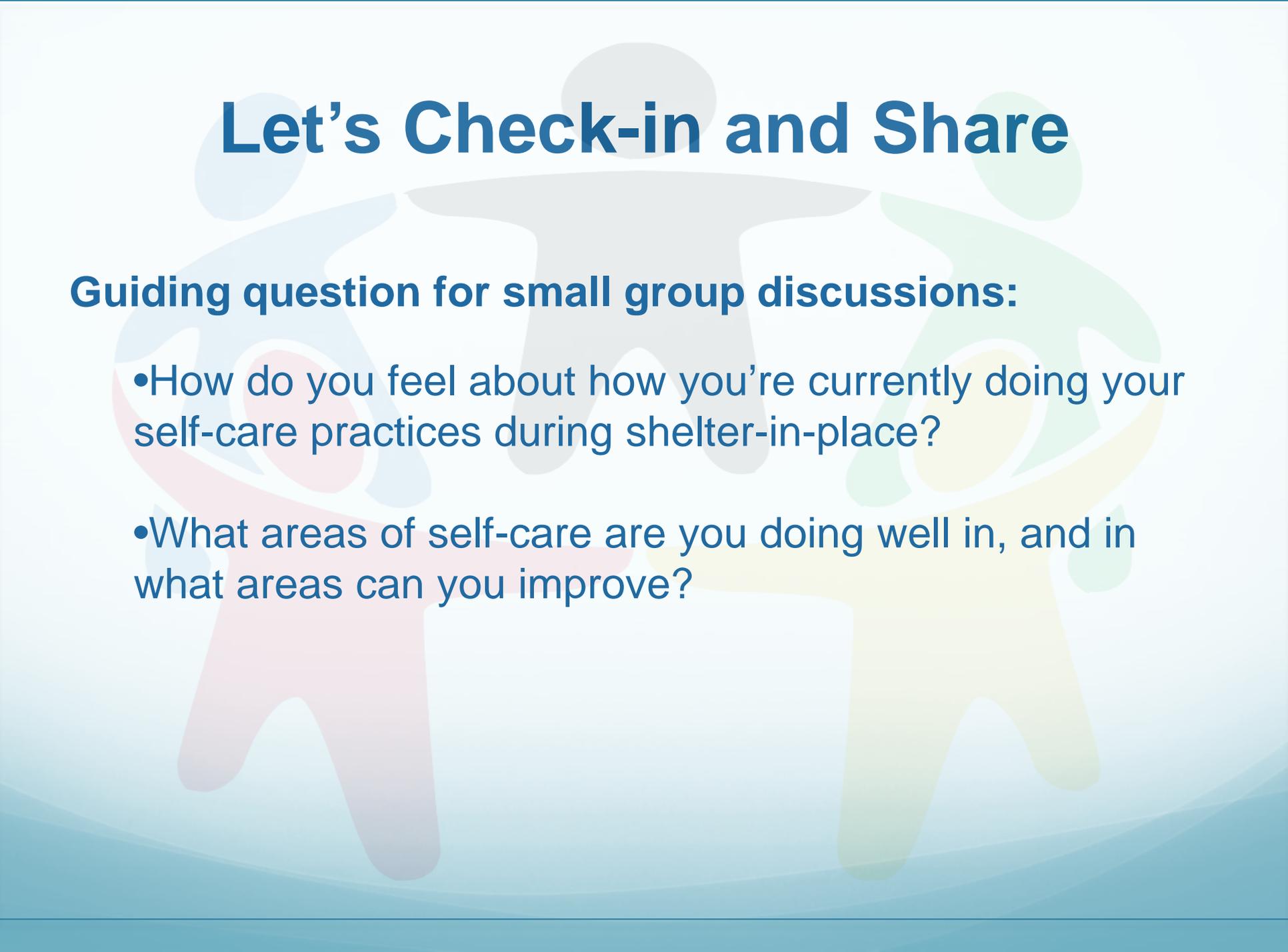
Self-Assessment Tool: Self-Care
(Allow 5-min to Assess)

Self-Care & Reflection

Guiding question for small group discussions:

- *How do you feel about how you're currently doing your self-care practices during shelter-in-place?*
- *What areas of self-care are you doing well in, and in what areas can you improve?*

Let's Check-in and Share



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- How do you feel about how you're currently doing your self-care practices during shelter-in-place?
- What areas of self-care are you doing well in, and in what areas can you improve?