

Your Presenter:

Monica L. Raminger, LMHC, CATP is a clinical mental health therapist who focuses on the biopsychosocial impacts of trauma. She is a certified Child and Adolescent Trauma Professional through the International Association for Trauma. Monica has worked in the fields of child welfare, case management, and student behavioral support, with experience ranging from group residence to outpatient clinical practice. Monica currently practices clinical work at an outpatient private clinic focusing on mood management, child development and attachment, and affect regulation. Monica obtained her Bachelor of Science in Psychology and Health Science from SUNY Brockport and obtained her Master of Science in Education in Clinical Mental Health Counseling from The College at St. Rose. Monica's therapeutic model includes developmental theory, cognitive behavioral theory, and attachment theory. Monica has experience creating and delivering presentations on trauma, learning, parenting, and crisis management

Week 3: Building Resilience in Students: Pre/Adolescence

1. Participants will develop an understanding of how trauma changes neurobiological development in children grades 7-12
2. Participants will develop an understanding of non-traumatic development versus typical and atypical developmental in the face of trauma
3. Participants will develop an understanding of adult support needed to assist in resilient development for children 7-12
4. Participants will review strategies that can be used to increase resilience in children 7-12 and their families
 - a. Participants will compare online strategies with in-person strategies to best fit their educational needs

Presentation Outline

Why do we want resilient students?	
Major Developmental Concepts	Emotion brain: Cell production: Hormone production: Brain pathways:
Resilience in Adolescence	Definition: Signs:
Normal Development: 11-14	Brain development: Psychosocial crisis: Developmental behaviors:
Normal Development: 14-18	Brain development: Developmental behaviors:
Adolescent Toxic Stress Signs	Symptoms: Coping behaviors:
Disrupted Learning Development 7-12	
Relationship between Behavior and Stress	Meaning: Meeting needs: Coping: Learned:
Resilience and Stress	Supportive base: Stress: Resilience:

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Self-Regulation v Co-Regulation	Self-regulation: Co-regulation:
Self-Regulation Abilities	
Co-Regulation in Adolescence	
Using Co-Regulation to Build the 7 C's of Resilience	Connection: Coping: Competence: Confidence: Character: Control: Contribution:
Similar Strategies to K-6	Play and games: Mindfulness: Embracing mistakes: Praising effort: Positive self-talk: Coping skills: Affect regulation: Impulse control: Conflict resolution: Rewards and consequences:
Help-Seeking	Barriers: What C's are built:
Help-Seeking: Example	Types of Support:

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Character Building	Requires: What C's are built:
Character Building: Example	
Social Competence	Requires: What C's are built:
Social Competence: Example	5 social competencies:
Communication Styles	Requires: What C's are built:
Communication Styles: Example	Assertive: Passive: Aggressive: Passive-Aggressive:
Emotion Regulation	Requires: What C's are built:
Emotion Regulation: Examples	
How to Facilitate Calming Breath	
Problem Solving	Requires: What C's are built:
Problem Solving: Example	Behavior deconstruction:
Healthy Internal Locus of Control	Internal Locus: External Locus: What C's are built:
Internal Locus of Control: Example	
Talent and Skill Building	Requires:

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	What C's are built:
Talent and Skill Building: Example	
Drive and Direction	Requires: What C's are built:
Drive and Direction: Example	
Creativity	Alpha waves: What C's are built:
Creativity: Example	Can be used to:
Connection and Relationships:	
Screening, Identification, and Connection to Resources	Individual: Family:
Physical and Personal Care	
What to use Consequences and Discipline	Selective Intervention:
Maintaining Engagement	
Online Considerations	
Resilience Reminders	