**Your Presenter: Monica Raminger, LMHC, CATP**

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| Monica 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. |

Crisis Intervention Skills for Regulation: Implementing Crisis Skills in the Classroom Setting

Part two of this series shifts from typical regulation to regulation in the face of crisis. Crisis will be explored in the context of trauma, dysregulation, and overwhelm in the classroom. Types of crises will be processed, along with ways for staff to prepare for and respond to crisis. Classroom-appropriate skills will be reviewed across different developmental stages with focus on matching interventions to types of dysregulation. Emphasis will be placed on teacher-modeling with an overview of different interventions. This is not a training and does not certify capacity to implement interventions. This is psychoeducation on how regulation skills can be used to manage classroom needs.

**Professional Development Course Outcomes and Learning Objectives:**

Goal 1: Participants will develop an understanding of what crisis is, how it presents within students, and what factors impact a student’s ability to regulate through crisis.

*Objective*: Participants will use provided psychoeducational content to explore concepts such as internal and external crises, individual and collective crises, and real and perceived crises.

Goal 2: Participants will develop an understanding of how co-regulation is implemented among different stages of crisis in the classroom setting.

*Objective*: Participants will use provided psychoeducational content to explore ways to prepare for crisis, respond to crisis, and manage the aftermath of crisis.

Goal 3: Participants will develop an understanding of how to implement different co-regulation skills with varying requirements of adult modeling and implementation to help students return to baseline following crisis.

*Objective*: Participants will use provided psychoeducational content to explore ways to integrate co-regulation skills associated with brain, body, and behavior symptoms of dysregulation.

Goal 4: Participants will develop an understanding of the teacher-model method for implementing regulation in the classroom during states of crisis with focus on barriers to implementation.

*Objective*: Participants will use provided psychoeducational content to explore ways to practice self-regulation, with modeling behaviors as a key method for implementing co-regulation in crisis.

Note Sheet

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| Crisis Intervention Skills for Regulation |  |
| Speaker Disclaimer |  |
| Typical Regulation | Benefits:  Self-regulation:  Co-regulation:  Everyday skill work: |
| Regulation in the Face of Crisis | Crisis:  Self-regulation:  Co-regulation: |
| Behavior Meaning and Function | Ask yourself: |
| Behavior and Unmet Needs | Ask yourself: |
| Behavior and Maladaptive Coping | Ask yourself: |
| Types of Crises | Individual:  Collective:  Acute:  Chronic: |
| Things to Consider | Internal:  External:  Real:  Perceived: |
| Window of Tolerance | Hyperarousal:  Hypo-arousal: |
| Crisis and the Nervous System |  |
| Developmental Stages of Crisis Response |  |
| Prior to School |  |
| Elementary School | Adaptive:  Maladaptive: |
| Middle School | Adaptive:  Maladaptive: |
| High School | Adaptive:  Maladaptive: |
| What Increases Risk for Crisis? |  |
| Baseline Dysregulation |  |
| Trauma |  |
| Mental Health |  |
| Developmental Health |  |
| Dysregulation in Crisis | Brain:  Body:  Behavior: |
| Stages of crisis | 1. Baseline anxiety:  2. Rising anxiety:  3. Overwhelming anxiety:  4. Crisis:  5. Resolution:  5a. Crash: |
| Importance of Co-Regulation | A:  G:  I:  L:  E: |
| Preparing for Crisis |  |
| Classroom-Appropriate Skills |  |
| Environmental Management | Sensory Input:  Proximity:  Reducing triggers:  Awareness: |
| STOP Skill | S:  T:  O:  P: |
| Distraction and Redirection Skills |  |
| Sensory Management |  |
| Body-Based Regulation Skills |  |
| Connection Reinforcement |  |
| Responding to Crisis | Response:  Reaction: |
| Locate the Source of the Crisis | Brain:  Body:  Behavior: |
| Matching Interventions to types of Dysregulation | Brain challenge:  Body challenge:  Behavior challenge: |
| Responding to Crisis Directly |  |
| The Aftermath of Crisis |  |
| Using Resilience to Reduce Crisis | Competence:  Confidence:  Connection:  Character:  Contribution:  Control:  Coping: |
| Teacher-Modeling | Neuroception:  Attachment:  Mirroring: |
| Managing Staff Needs in Crisis |  |
| Questions |  |