

Trauma and Learning Among COVID-19 Pandemic
3 Part Webinar Series
Presented by Monica L. Raminger, LMHC

Week 1:

Learning with Trauma:

Educational + Developmental Impact of COVID-19 Pandemic

Presenter Biography

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.

Presentation Objectives

1. Participants will develop understanding of the short-term and immediate aspects of toxic stress.
2. Participants will develop understanding of how to organize learning maintenance through summer.
3. Participants will develop understanding how assessments of learning can be used to increase student enrichment via education, outreach, and awareness.
4. Participants will develop understanding how to build emotional intelligence and resiliency in students.
5. Participants will develop future-focused skills for understanding, educating, and support students and staff
 - a. Preparing for continued use of online resources
 - b. Self-care and work boundaries

Mindful Moments

Each week I will provide a few mindful exercises of breathing that can be used for adults and students

- 1. Clench your fist and breathe into your fingers.**
 - a. Position your fingers and thumbs facing down.
 - b. Now clench your fist tightly.
 - c. Turn your hand over so your fingers and thumbs are facing up and breathe into your fist.
 - d. Notice what happens.
- 2. STOP.**
 - a. Stand up and breathe. Feel your connection to the earth.
 - b. Tune in to your body. Lower your gaze. Scan your body and notice physical sensations or emotions. Discharge any unpleasant sensations, emotions or feelings on the out breath. Notice any pleasant ones and let them fill you up on the in breath.
 - c. Observe. Lift your eyes and take in your surroundings. Observe something in your environment that is pleasant and be grateful for it and its beauty.
 - d. Possibility. Ask yourself what is possible or what is new or what is a forward step.
- 3. Mindful breathing for one minute.**
 - a. Lower your eyes and notice where you feel your breath.
 - b. That might be the air going in and out at your nostrils or the rise and fall of your chest or stomach.
 - c. If you can't feel anything, place your hand on your stomach and notice how your hand gently rises and falls with your breath.
 - d. If you like, you can just lengthen the in breath and the out breath or just breathe naturally.
 - e. Your body knows how to breathe.
 - f. Focus on your breath.
 - g. When your mind wanders, as it will do, just bring your attention back to your breath.
 - h. You might like to say 'thinking' when you notice your thoughts and just gently shepherd your attention back to your breath.
- 4. Loving-kindness meditation.**
 - a. For one minute, repeat 'May I be happy, may I be well, may I be filled with kindness and peace.'
 - b. You can substitute "you" for "I" and think of someone you know and like, or just send love to all people.
- 5. An aspiration.**
 - a. Decide on an aspiration.
 - b. Just ask yourself this question: What is my heart's aspiration?
 - c. Pause for about 20 seconds.
 - d. Do this a second or third time and write down what comes.
 - e. Perhaps it is to come from love, or to be kind to yourself or others or to be patient.
 - f. Once you decide which aspiration you like best, say that at the beginning of the day.
 - g. This will set you up for your day and your interactions with others (and even with yourself).

Presentation Outline

1. The Stress Effects
 - a. Immediate
 - i. Cognitive Disruption
 - ii. Disruptive Behavior
 - iii. Emotional Dysregulation
 - b. Acute and Short-Term
 - i. Adjustment Disorder
 - ii. Acute Stress Disorder
2. Trauma Informed Summer Outreach
 - a. Building Resiliency
 - b. Student Self-Care
 - c. Mental Health Education/Awareness
 - d. At-Risk Students
 - i. Psychosocial needs
 - ii. Identifying and Communicating needs
 - iii. Connecting to resources
3. Retention
 - a. Learning Assessments
 - b. Summer Slide
 - c. Summer Enrichment
 - i. Social-emotional and academic needs
4. Emotional Competency
 - a. Social Emotional Learning
 - i. Concepts and Objectives
 - ii. Helping Build Emotional Competency
 - iii. Guided Skills and Homework
5. Looking Forward
 - a. Development of Future Online Instruction
 - b. Self-Care to Prevent Burnout

Webinar Notes

Frontal Lobe	<p>Emotional Control Center</p> <p>Higher Level Thinking</p>
Immediate Stress Effects	<p>Memory Impairments</p> <p>Learning Impairments</p> <p>Changes in Brain Function</p>
Behavior Changes	<p>Physical and Behavioral</p> <p>Social and Interpersonal</p> <p>Academic</p>
Emotional Dysregulation	<p>Diminished Social Reward</p> <p>Difficulty with Executive Functioning</p> <p>Enhanced Threat Bias</p>
Adjustment Disorder	<p>Adjustment disorder with depressed mood</p> <p>Adjustment disorder with anxiety</p> <p>Adjustment disorder with anxiety and depressed mood</p> <p>Adjustment disorder with disturbance of conduct</p> <p>Adjustment disorder with mixed disturbance of emotions and conduct</p> <p>Adjustment disorder unspecified</p>
Acute Stress Disorder	<p>Intrusive Memories</p> <p>Dissociative States</p> <p>Easily Distressed</p>

	Avoidance
Summer Outreach	Engage Empower
Resiliency	Competence Confidence Connection Character Contribution Coping Control
Student Self-Care	Exercise Nutrition Sleep Goal-Setting Socialization
Education and Awareness	Staff Students Families Communities
Psychosocial Needs	Housing Food Income

	<p>Mental health</p> <p>Physical health</p> <p>Safety</p>
Local Resources	<p>Mental Health</p> <p>Case Management</p> <p>Community Groups</p> <p>Crisis Services</p> <p>Local Department of Social Services</p>
Learning Assessments	<p>Assess for Reteaching</p> <p>Know your Purpose</p> <p>Collect Data over Time</p> <p>Focus on Feedback</p> <p>Check for Understanding</p> <p>Use Personal Conversations</p> <p>Use Professional Judgment</p> <p>Stop Assessing <i>Everything</i></p> <p>Asset-Based Assessment</p>
Summer Maintenance	<p>'Summer Slide'</p> <p>Enrichment</p> <p>Social Emotional Learning</p>
S.E.L.	<p>Authentic Family Partnerships</p>

	Aligned Community Partnerships Systems for Continuous Improvement
Emotions	Attention, Memory, and Learning Decision Making Health and Well-Being Performance Tolerate and Manage Difficult Emotions Breathing
Play	Homework Imaginative Interactive Team-Based Creative
Online Instruction	Flexible Scheduling Professional Development Online Support Groups Virtual Social Opportunities
Self-Care	Burn Out Physical Care Emotional Care Social Care