

Trauma and Learning Among COVID-19 Pandemic
3 Part Webinar Series
Presented by Monica L. Raming, 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 trauma and development in the context of biological, social, emotional, and neurological changes.
2. Participants will develop understanding of the connections between brain developmental, learning acquisition, and trauma disruption.
3. Participants will develop understanding of changes in behavior, family dynamics, and student priorities in the face of crisis.
4. Participants will develop understanding of the social and emotional impacts of the COVID-19 pandemic and how they mirror a trauma event.
5. Participants will develop understanding of the importance of communication and connection for students and staff in the face of crisis.
 - a. Compassion
 - b. Connection
 - c. Self-Care

Mindful Moments

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

1. Minute Focus

- a. While standing or sitting (even leaning with your back against a wall is fine), be aware of your feet grounded on the floor. Close your eyes.
- b. Take a deep breath in, scanning your entire body up and down, from your toes to the top of your head, then back down again while breathing out.
- c. As you inhale and exhale, breath deep into your chest so your belly fills with the air. When exhaling, control the air as it leaves your lungs.
- d. Make breathing in and out your only responsibility. Listen to your breath as it goes in and out of your nose. Feel it as it fills your lungs. Control it as your lungs empty.
- e. Do this for one minute. At the end of the meditation, open your eyes.

2. Match your inhales and exhales.

- a. Take a comfortable breath in and count how long it takes you to do so.
- b. Most people reach a count of 3, 4 or 5. Keep in mind that the number isn't important, so long as it is comfortable for you.
- c. Whatever number you reached on your inhale, match that number on your exhale.
- d. Repeat for one minute, setting a timer so you can focus on the exercise.

3. Do a short body scan.

- a. Rest your attention on different parts of your body, starting with the top of your head and moving toward your toes.
- b. As you notice each one, focus your attention there and consciously relax that part of you.
- c. In a minute you should be able to do your scalp, eyes, cheeks, mouth, jaw, neck, shoulders, chest, arms, belly and legs.

4. Count your breaths.

- a. As you inhale, silently think 1, exhale 2, inhale 3, exhale 4 ... all the way to 10.

5. Try the "Sweet 16" breath.

- a. Inhale for a silent count of 4, hold for 4, exhale for 4, hold the exhale for 4.
- b. Repeat three times.

Presentation Outline

1. Trauma
 - a. Types of trauma reactions
 - b. Traumatic situations and events
 - i. Adverse Childhood Experiences
 - c. Toxic Stress
 - i. Community Stress
2. Science of Trauma
 - a. Diathesis-Stress Model
 - b. Autonomic Nervous System
 - i. Stress response
 - c. Brain development
 - i. Survival brain versus thinking brain
 - d. Neurological and Psychological changes
3. COVID-19 and Trauma
 - a. Mirrors a trauma event
 - b. Social Impact
 - c. Emotional Impact
 - d. Intersection of pre-existing needs
 - e. Family priorities
4. Trauma and Learning
 - a. Key brain areas
 - b. Trauma and regression
 - c. Behavioral and emotional changes
5. Compassion, Connection, and Self-Care
 - a. Student needs
 - b. Communication and connection
 - c. Self-care

Webinar Notes

Trauma	<p>Complex Trauma</p> <p>Developmental Trauma</p> <p>Post-Traumatic Stress Disorder</p> <p>Stressor or Trauma Related Disorder</p>
Adverse Childhood Experiences	<p>1/5: at least three or more ACES</p> <p>2/3: at least one ACE</p> <p>Dose-relationship</p>
Toxic Stress	<p>Big T</p> <p>Little T</p>
Types of Stress	<p>Positive Stress</p> <p>Tolerable Stress</p> <p>Toxic Stress</p>
Adverse Community Experiences	<p>Environmental dysfunction</p> <p>70%: at least 1 community event</p> <p>Compounded effects with ACES</p>
Diathesis Stress Model	<p>Diathesis: genetic vulnerability</p> <p>Stress: environmental stressors</p> <p>Nature versus nurture</p>
Nervous System	<p>Autonomic Nervous System</p> <p>Sympathetic</p> <p>Parasympathetic</p> <p>Enteric</p>

Autonomic Stress Response	<p>Fight</p> <p>Flight</p> <p>Freeze</p> <p>Faint</p> <p>Rest and Digest</p>
Essential Brain Development	<p>Cerebral Cortex</p> <p>Frontal Lobe</p> <p>Brain Stem</p> <p>- "Survival Brain"</p> <p>Hypothalamus</p> <p>Thalamus</p> <p>Amygdala</p> <p>Hippocampus</p>
Brain Development	<p>Elementary years</p> <p>Middle school years</p> <p>High school years</p>
Frontal Lobe	<p>"Thinking Brain"</p> <p>Executive functions</p>
Brain parts affected by trauma	<p>Amygdala</p> <p>Hippocampus</p> <p>Thalamus</p> <p>Prefrontal cortex</p>
Trauma Response	<p>Lack of predictability</p>

	<p>Immobility</p> <p>Loss of connection</p> <p>Loss of sense of time/sequences</p> <p>Loss of safety</p> <p>Loss of sense of purpose</p> <p>Experience of numbing or spacing out</p>
Social Impact	<p>Job loss</p> <p>Food shortage</p> <p>Change in access</p> <p>Change in family dynamics</p>
Pre-Existing Needs	<p>Physical health</p> <p>Mental health</p> <p>Financial</p> <p>Family safety</p> <p>Trauma history</p>
Impact of Pandemic	<p>High-risk</p> <p>Medium-risk</p> <p>Minimum-risk</p> <p>Family priorities</p>
Trauma and Learning	<p>Alters the brain</p> <p>Impacts learning</p> <p>Development of behaviors</p>
Regression	<p>Areas of concern</p>

	Brain parts impacted by trauma Development turned upside down
Emotion and Behavioral Changes	Flip your Lid Window of Tolerance
Individualized Support	Get to know the needs of your students Equity versus equality Flexible expectations
Social Needs	How do we assess student needs? How do we coordinate and meet student needs?
Connection	With colleagues With supports With students and families Resiliency
Self-Care	Reduce media consumption CDC recommendations Get outside Flexible Routines Relax and do things you enjoy Worry-time
Self-Compassion	Be forgiving of any difficulties Offer help only when you can Flexible expectations of self and others