

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 2: Building Resilience in Students: Early and Middle Childhood

1. Participants will develop an understanding of how trauma changes neurobiological development in children K-6
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 K-6
4. Participants will review strategies that can be used to increase resilience in children K-6 and their families
 - a. Participants will compare online strategies with in-person strategies to best fit their educational needs

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 Trauma and Resilience

Resilience in Childhood	Definition: Signs:
Normal Development 0-6	Normal responses to stress: Developmental behaviors:
Normal Development 6-11	Developmental conflict: Developmental behaviors:
Signs of Toxic Stress	
Disrupted Learning K-6	Social Skills Memory Consolidation and Recall Focus and Attention Emotional Understanding and Control Impulse and Behavior Control Response to Discipline Disrupted Schemas
Behavior Meaning and Function	All behavior has meaning All behavior serves a function
Behavior and Unmet Needs	All students have needs Behavior helps meet unmet needs
Behavior and Maladaptive Coping	Attempting to cope Maladaptive or unhealthy skills
Self-Regulation vs Co-Regulation	Self-Regulation Co-Regulation
Self-Regulation	Requires: Management of:

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Co-Regulation	<p>Calming others down</p> <p>Provide support, coaching, modeling</p> <p>How does it work?</p>
Using Co-Regulation to Build the 7 C's of Resilience	<p>Connection</p> <p>Coping</p> <p>Competence</p> <p>Confidence</p> <p>Character</p> <p>Control</p> <p>Contribution</p>
Play and Games	<p>Fun, creativity, and competition</p> <p>Play teaches:</p> <p>What 'C's' are Built?</p>
Play and Games Examples	<p>Remote:</p> <p>Classroom:</p>
Social Skills	<p>Pro-social behaviors</p> <p>Appropriate communication</p> <p>Healthy reciprocity</p> <p>What 'C's' are Built?</p>
Social Skills Examples	
Mindfulness	<p>Focus and attention</p> <p>Relaxation and calm</p> <p>Control over brain and body</p> <p>What 'C's' are Built?</p>

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Mindfulness Examples	
Emotional Learning	Labeling emotions Pause and reflect What 'C's' are Built?
Emotional Learning Examples	
Embrace Mistakes	Error correction Growth mindset What 'C's' are Built?
Embrace Mistakes Examples	
Praise Effort	Cognitive reappraisals Intrinsic learning What 'C's' are Built?
Praise Effort Examples	
Positive Self-Talk	Empower optimism Appreciation of life What 'C's' are Built?
Positive Self-Talk Examples	
Skill Building	Appropriate coping Self-care What 'C's' are Built?
Skill Building Examples	
Affect Regulation	Managing mood Controlling and calming the body What 'C's' are Built?

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Affect Regulation Examples	
Impulse Control	<p>Future focused thinking</p> <p>Delayed gratification</p> <p>What 'C's' are Built?</p>
Impulse Control Examples	
Building Community	<p>Teamwork and shared-goals</p> <p>Strong emotional connections</p> <p>What 'C's' are Built?</p>
Building Community Examples	
Conflict Resolution	<p>Immediate interruption</p> <p>Brainstorming solutions</p> <p>Security and calm</p> <p>What 'C's' are Built?</p>
Conflict Resolution Examples	
Rewards and Consequences	<p>Consequences as discipline</p> <p>Intrinsic rewards</p> <p>Extrinsic rewards</p> <p>What 'C's' are Built?</p>
Rewards and Consequences Examples	
Necessary Trauma-Informed Educational Practices	<p>Encourage independence</p> <p>Be predictable and reliable</p> <p>Maintain scheduling and structure</p> <p>Emphasis cognitive and emotional growth</p>
Screening and Early Identification	<p>Costs across lifespan</p> <p>Increase awareness</p>

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	Interrupt trauma
Linkage to Services	<p>Early intervention services</p> <p>Child Protective and Family Prevention services</p> <p>Mental and behavioral health Services</p> <p>Family support and interventions</p>
Restorative Practices	<p>Sets boundaries and expectations</p> <p>Rebuild relationships towards authority</p> <p>Reform understanding of fairness</p> <p>Prioritizes de-escalation</p> <p>Redeem themselves following a mistake</p> <p>Emotional expression with accountability</p>
Focus on Relationships	<p>Brain development and resilience</p> <p>Attachment</p> <p>Communication, trust, security</p>
Model and Teach	<p>Demonstrate coping skills</p> <p>Model resilience</p>
Online Considerations	<p>Entertainment and enticing</p> <p>Consistency and structure</p> <p>Online behavior expectations</p> <p>On-video anxiety or fear</p> <p>Barriers of remote interactions</p>
Losing Students	<p>Accountability and encouragement for logging on</p> <p>Keeping track of lost students</p> <p>Connection with families</p>

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Cultural Considerations	Family differences Parenting differences Lifestyle differences Cultural differences
Next week	7-12