

PARENTING IN UNPREDICTABLE TIMES

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Gonna be alright



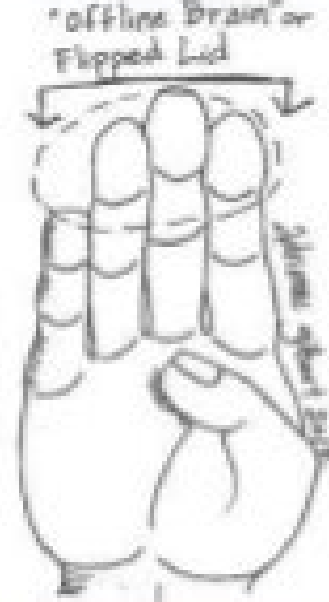
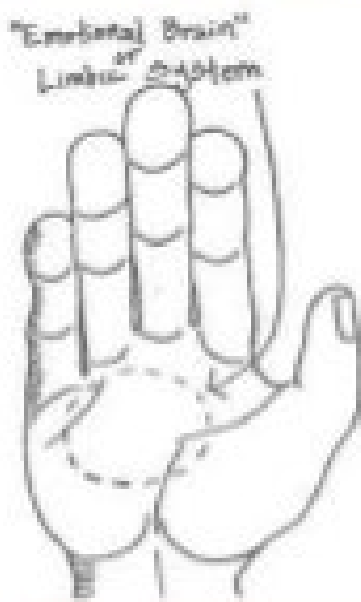
TOXIC STRESS

A commonly used framework for discussing stress in childhood distinguishes between positive, tolerable and toxic stress as shown in Figure # 2 below. **Safe, stable and nurturing relationships** with caring adults can buffer children against toxic stress.¹



Understanding the Brain

Hand Brain Model, Dr. Dan Siegal



Survival Brain

Sensation
Autonomic functions
Survival strategies:
fight, flight,
freeze, submit,
& collapse

Emotional Brain

Expression/
regulation of
feeling
Memories
relationships/
attachment

Amygdala

Smoke alarm

Thinking Brain

Critical thinking
Problem solving,
planning,
creativity,
beliefs, impulse
control

Offline Brain

Survival brain
in control
Not able to
access the
thinking brain.



FIGHT - FLIGHT - FREEZE

What's really happening when we go into

"Survival Mode"

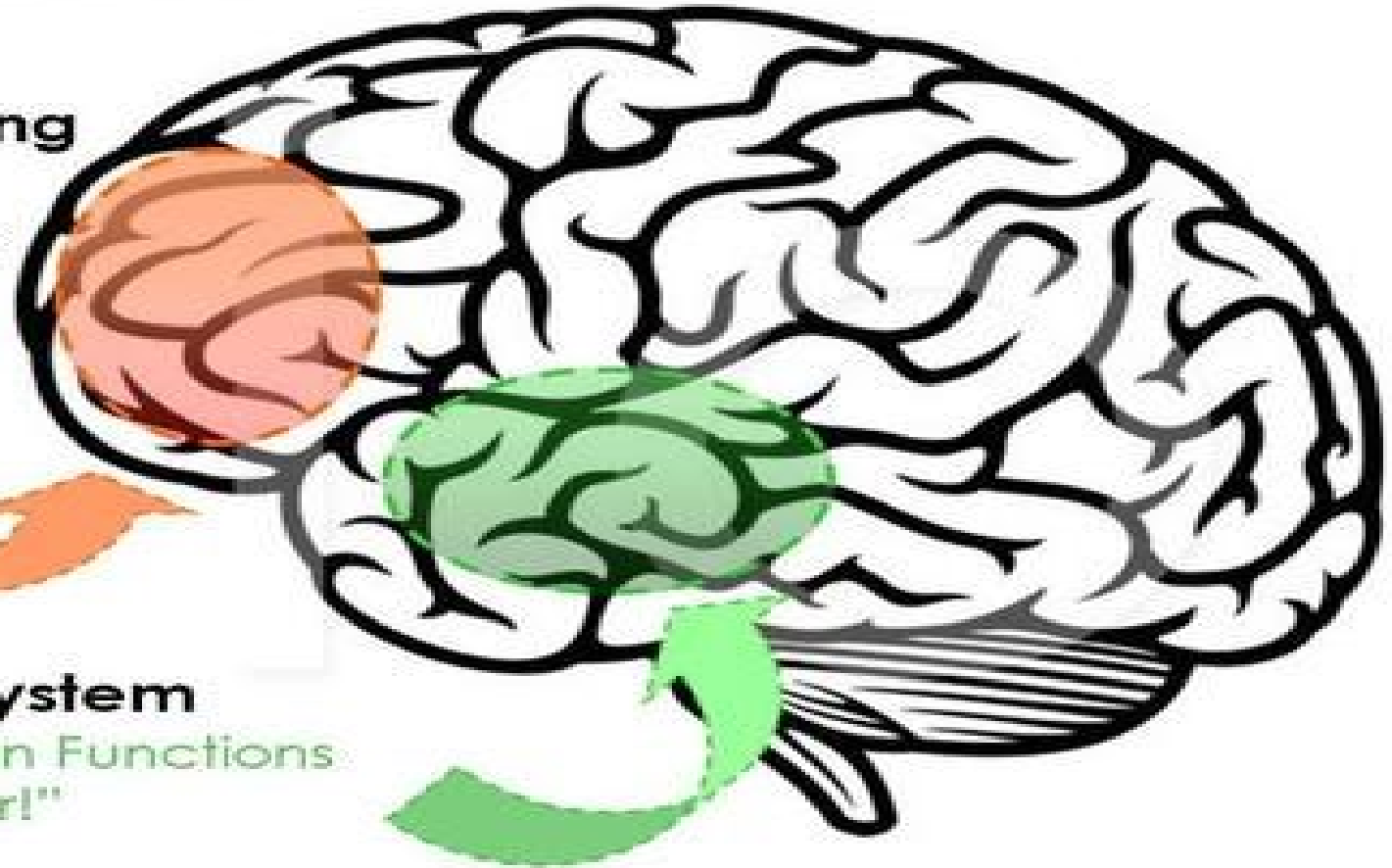
Learning/Thinking Brain

(Prefrontal Cortex)
The logical smart
part of your brain
goes "off line"



Limbic System

Lower Brain Functions
"Take over!"



What Flight, Fight, or Freeze Looks Like in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none">• Withdrawing• Fleeing the classroom• Skipping class• Daydreaming• Seeming to sleep• Avoiding others• Hiding or wandering• Becoming disengaged	<ul style="list-style-type: none">• Acting out• Behaving aggressively• Acting silly• Exhibiting defiance• Being hyperactive• Arguing• Screaming/yelling	<ul style="list-style-type: none">• Exhibiting numbness• Refusing to answer• Refusing to get needs met• Giving a blank look• Feeling unable to move or act

CRISIS COMMUNICATIONS

This classic model for the grieving process can guide decision making and communications during a crisis like the COVID-19 global pandemic.

When Bad News Causes Grief

STAGE	SIGNS	EXAMPLES
DENIAL	<ul style="list-style-type: none">• Disbelief• Resistance to the facts	This can't be happening? Are you serious? The flu kills more people every year! It's business as usual. I'm not buying into the hype.
ANGER	<ul style="list-style-type: none">• Outrage• Blaming	This is ridiculous! So stupid! This is going to cost us millions! What are these morons doing? Why didn't anyone get ahead of this?
BARGAINING	<ul style="list-style-type: none">• Making trade-offs	This is painful but for the best. A temporary closure is costly now but will save lives and get us back to normal more quickly. I may only get mild symptoms, but if my grandma was to get this, she'd be a goner.
DEPRESSION	<ul style="list-style-type: none">• Feeling of helplessness or hopelessness	What's the use, we're all going to get this virus anyhow? How will I pay my rent? My business can't survive a prolonged shutdown.
ACCEPTANCE	<ul style="list-style-type: none">• Exploring options• Moving on	This is what's happening and, therefore, this is what we need to do in response. We act fast and we act decisively in order to save lives.

MEANING

What adolescents have lost

- Prom
- Sports
- Senior activities
- Opportunities with friends before college
- Independence
- Socialization
- Academic redemption
- Physical activity
- Distractions
- Senior activities
- Physical contact
- Graduation
- Parties

Physical Symptoms

- Irregular bowel movements
- Involuntary twitching or shaking
- Irregular or missed periods
- Getting sick more often than normal
- Reduced libido
- Chest pain with or without tachycardia
- Headaches
- Nausea
- Muscle aches
- Trouble sleeping
- Heartburn or indigestion
- Fatigue
- Flushed skin
- Clenched teeth
- Unusual changes in weight

Emotional Symptoms

- Less than normal patience
- Feelings of sadness and/or depression
- Feelings of being overwhelmed
- Restlessness
- Reduced or eliminated desire for activities once enjoyed or regularly done
- Irritability
- Sense of isolation
- Trouble coping with life's issues
- More frequent or extreme pessimistic attitude



Cognitive Symptoms

- Impaired concentration
- Trouble with remembering things, such as homework assignments or deadlines
- Chronic worrying
- Anxious thoughts or feelings
- Reduced or impaired judgment
- Impaired speech (mumbling or stuttering)
- Repetitive or unwanted thoughts

Behavioral Symptoms

- Change in eating habits
- Change in sleeping habits
- New or increased use of drugs, tobacco or alcohol
- Nail biting
- Pacing
- Abnormal failure or delay to complete everyday responsibilities
- Significant change in school or work performance
- Unusual desire for social isolation
- Frequent lying
- Trouble getting along with peers, such as coworkers, classmates or teachers

Basic Reflective Listening Formula

Tentative Opening + Feeling + About/Because/When + Thought

It sounds like you feel mad about

I hear you saying that you feel sad because of

If I hear you correctly you feel glad when

You seem to be saying you feel afraid about

I think I hear you saying you feel confused because of

I'm not sure I am follow you feel ashamed about

Am I hearing you say you feel lonely when

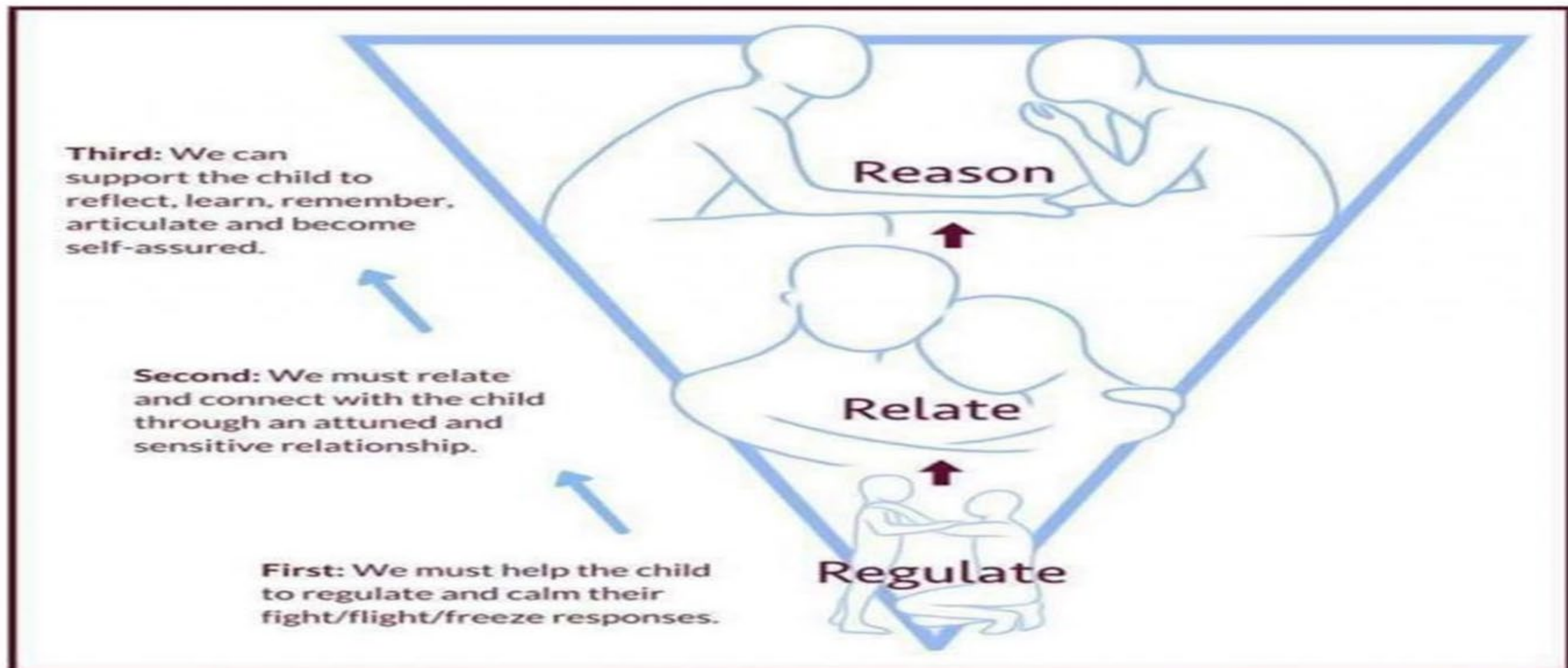


MANKOFF

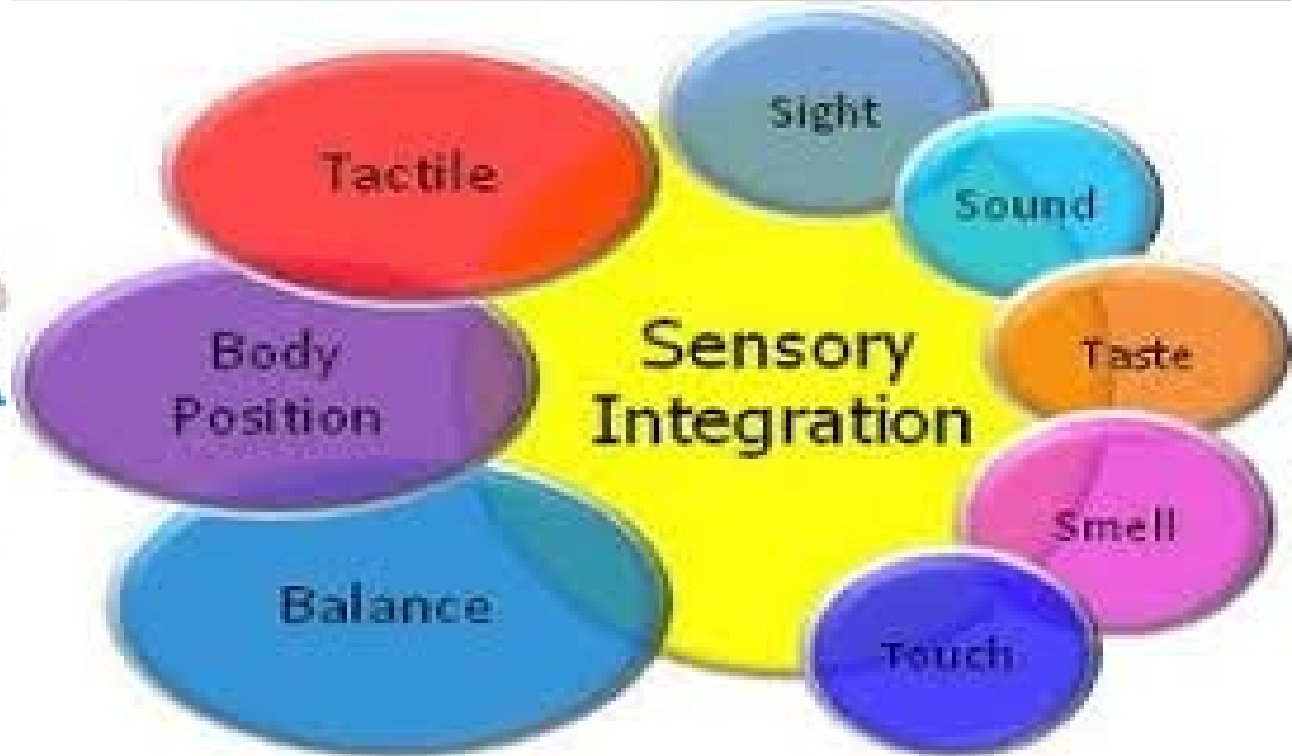
"I'm sorry, dear. I wasn't listening. Could you repeat what you've said since we've been married?"

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



BUILD-YOUR-OWN

Sensory Break!

Calm, Energize and Focus



Tune out the noise
Noise Reduction Headphones



Stretch and calm down
Transformer Sensory Sack



Jump for joy
Jumping Board



RESILIENCE BUILDING: MINDFULNESS

- Mindful Practices, which teaches yoga and social/emotional skill-building, helped schools achieve an 8-22% reduction in disciplinary referrals.
- When these schools lost funding to continue the curriculum, disciplinary referrals and suspensions in the same schools increased by 500% or more

Sitting Still Like a Frog

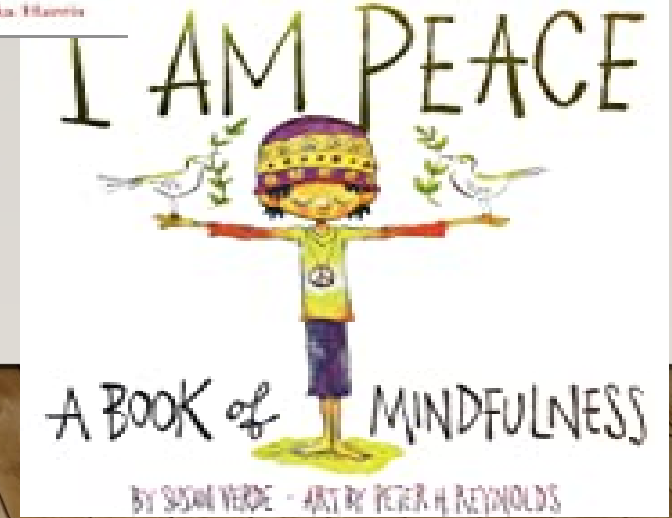
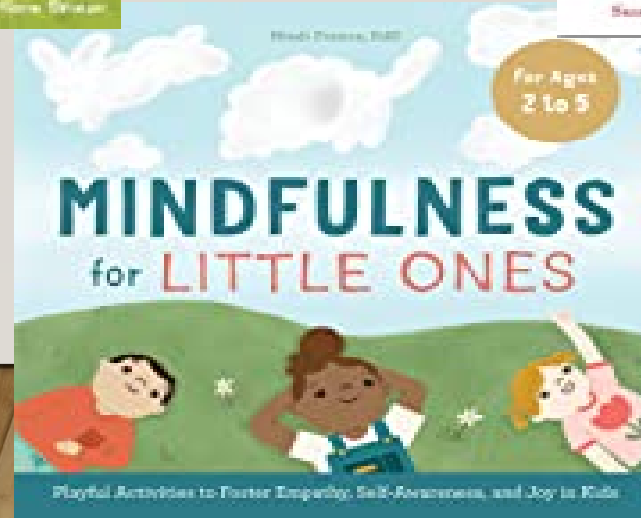
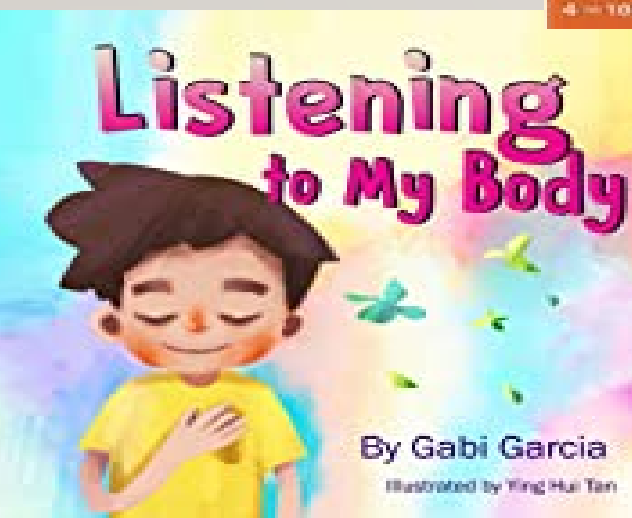
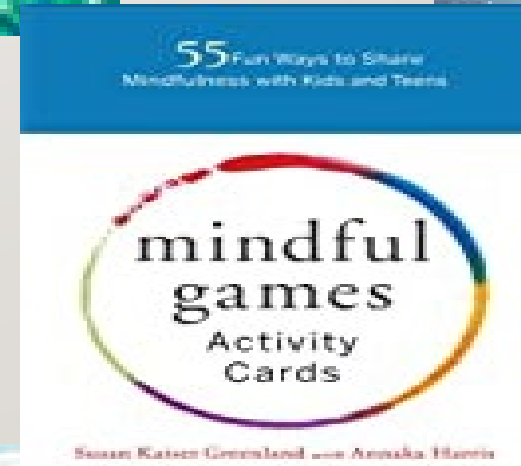
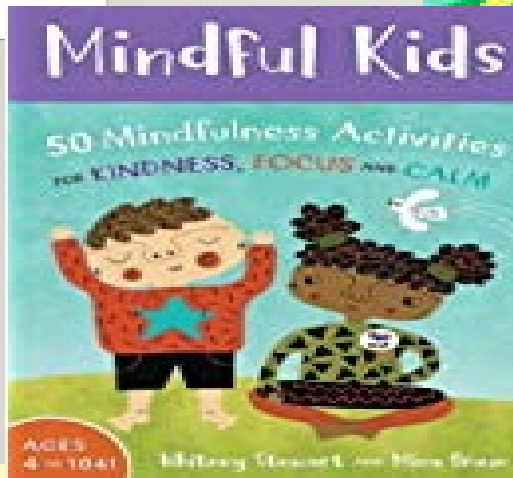
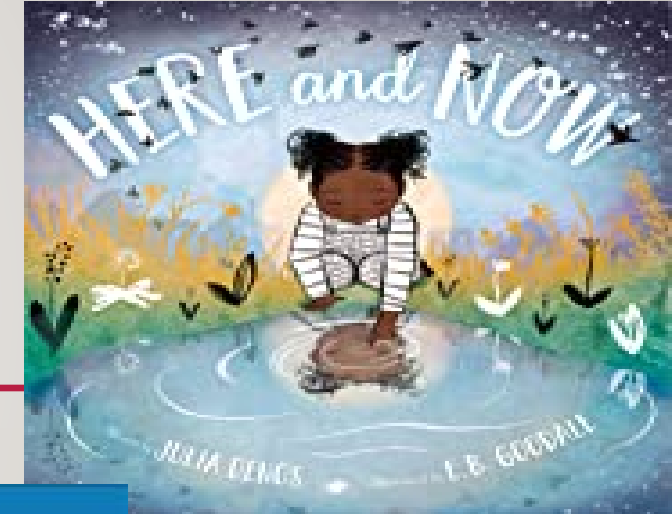
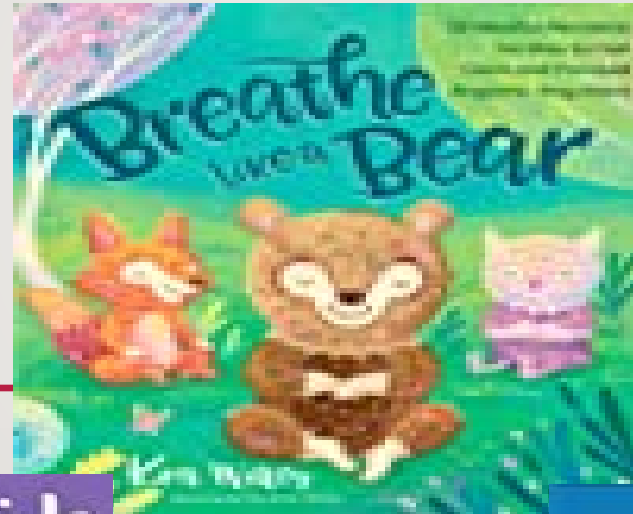
Mindfulness Exercises for Kids
(and Their Parents)



Simple mindfulness practices to help your child deal with anxiety, improve concentration, and handle difficult emotions

■ Eline Snel ■

Foreword by Jon Kabat-Zinn



TRAUMA INFORMED

Stop asking “What's wrong with you?”

Start asking “What happened to you?”

Then emphasize “This does not define you.”

LOOK FOR THEIR STRENGTHS

PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT

EQUITY NOT JUST EQUALITY

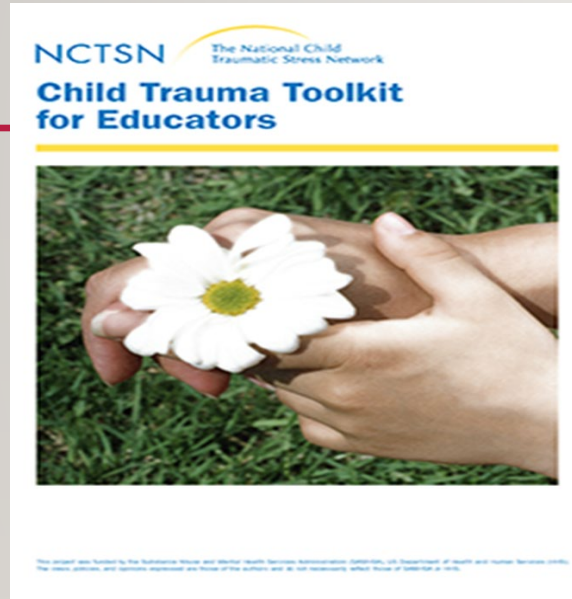
REMINDE THEM THAT THEY ARE POWERFUL

INGREDIENTS OF A TRAUMA SENSITIVE SCHOOL

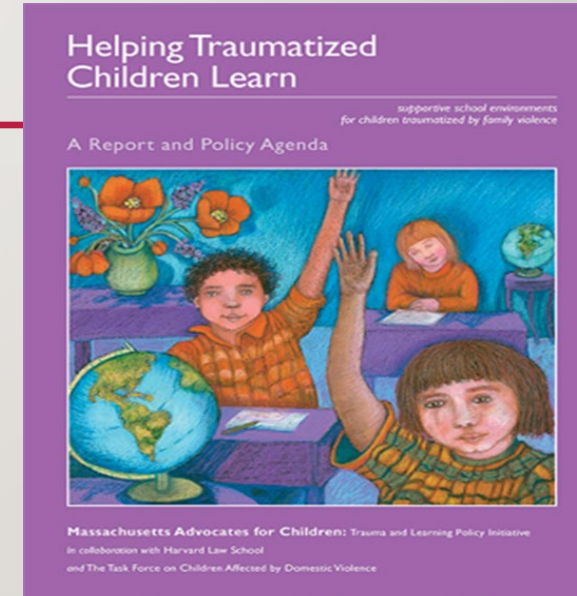
- Education and Training of every adult in the school
- Change approach to discipline/Shift focus from “what's wrong with you?” to “what happened to you?”
- “What does the child need and how can I meet this need?”
- Resilience-focused : Look for **strengths**, not just deficits
- Screening
- Affirm/Do not minimize
- Equitable opportunities for student success
- Positive behavioral management
- Psychoeducation of students and families
- Peer Support
- Emotional and Physical Safety
- Time in vs Time Out
- Trauma sensitive work group
- Promote Staff Wellness
- Build Secure/Healing Relationships
- ~~Safe/Peace Corners~~
- Ensure basic needs are met
- Be the Change: Model Mindfulness
- Learn-Play-Breathe
- Routine/Predictable
- Diversity
- Teaching Body/Emotion Awareness and Regulation
- Student Empowerment
- Family based
- Cultural Humility/Implicit Bias Training

TRAUMA INFORMED TRAINING RESOURCES

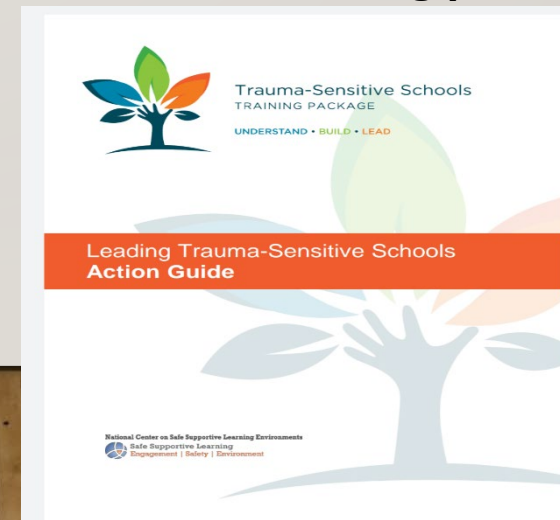
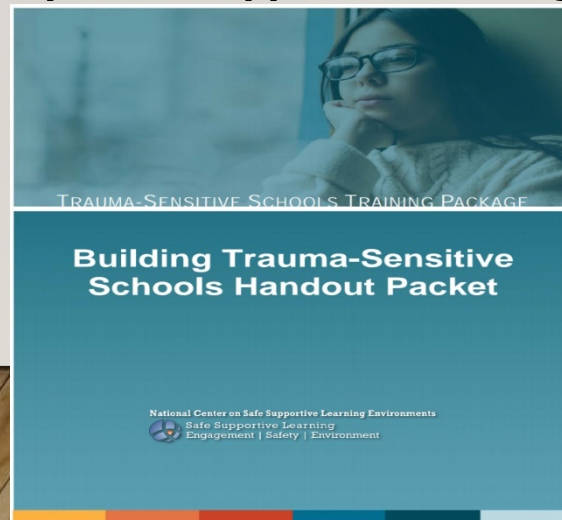
<https://www.nctsn.org/resources/child-trauma-toolkit-educators>



<https://traumasensitiveschools.org/about-tlpi/>



<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>



- How to create a trauma sensitive school: http://airhsdlearning.airws.org/leading-trauma-sensitive-schools/story_html5.html
- Trauma sensitive schools training package http://airhsdlearning.airws.org/building-trauma-sensitive-schools/story_html5.html
- Child Trauma Academy (Dr. Bruce Perry) <http://childtrauma.org>
- Listen, Protect, Connect Model
http://ssetprogram.org/_static/tsa/uploads/files//pfa_schoolcrisis_%281%29.pdf
- National Child Traumatic Stress Network <http://www.nctsn.org>
- National Center for Trauma Informed Care <http://mentalhealth.samhsa.gov/nctic/>
- *The Emotional Brain*, J LeDoux
- *Affective Neuroscience: The Foundation of Human and Animal Emotions*, J.P. Panksepp
- Bessel van der Kolk, <http://www.traumacenter.org>
- Juli Alvarado, <http://www.coaching-forlife.com/>
- <https://matoolsforschools.com>
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- DESE COVID 19 resources <http://www.doe.mass.edu/covid19/>

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