

Changing Contexts: Building Skills for Social Emotional Wellness and Recovery During Transitions In and Out of In-person Learning



COLORADO
Department of Education



Agenda

- Stress and Anxiety
 - Anxiety Inventory
- Self-care
- Coaching 101
 - Emotional Coaching
- Resiliency

Outcomes

- Participants will gain an understanding of the arousal continuum and the window of tolerance related to stress management and personal care.
- Participants will learn about how to engage families through coaching building resiliency.



Stress and Anxiety

Types of Stress

Adapted From National Scientific Council on the
Developing Child (2005)

Toxic = Sensitivity

Prolonged activation of stress response systems
in the absence of protective relationships

Tolerable = Vulnerability

Serious, temporary stress responses, buffered by
supportive relationships.

Positive = Resiliency

Brief increases in heart rate, mild elevations in
stress hormone levels.

Continuum Of Stress

Ability to Cope

Optimal

Efficient

Reduced Efficiency

Creative

Reduced Creativity

Decisive

Overload

Alert

Difficulty Concentrating

Stimulated

Indecisions

Under-Involvement

Positive Stress

Negative Stress

Irritable

Boredom

Anxious

Frustration

Confused

Rust Out

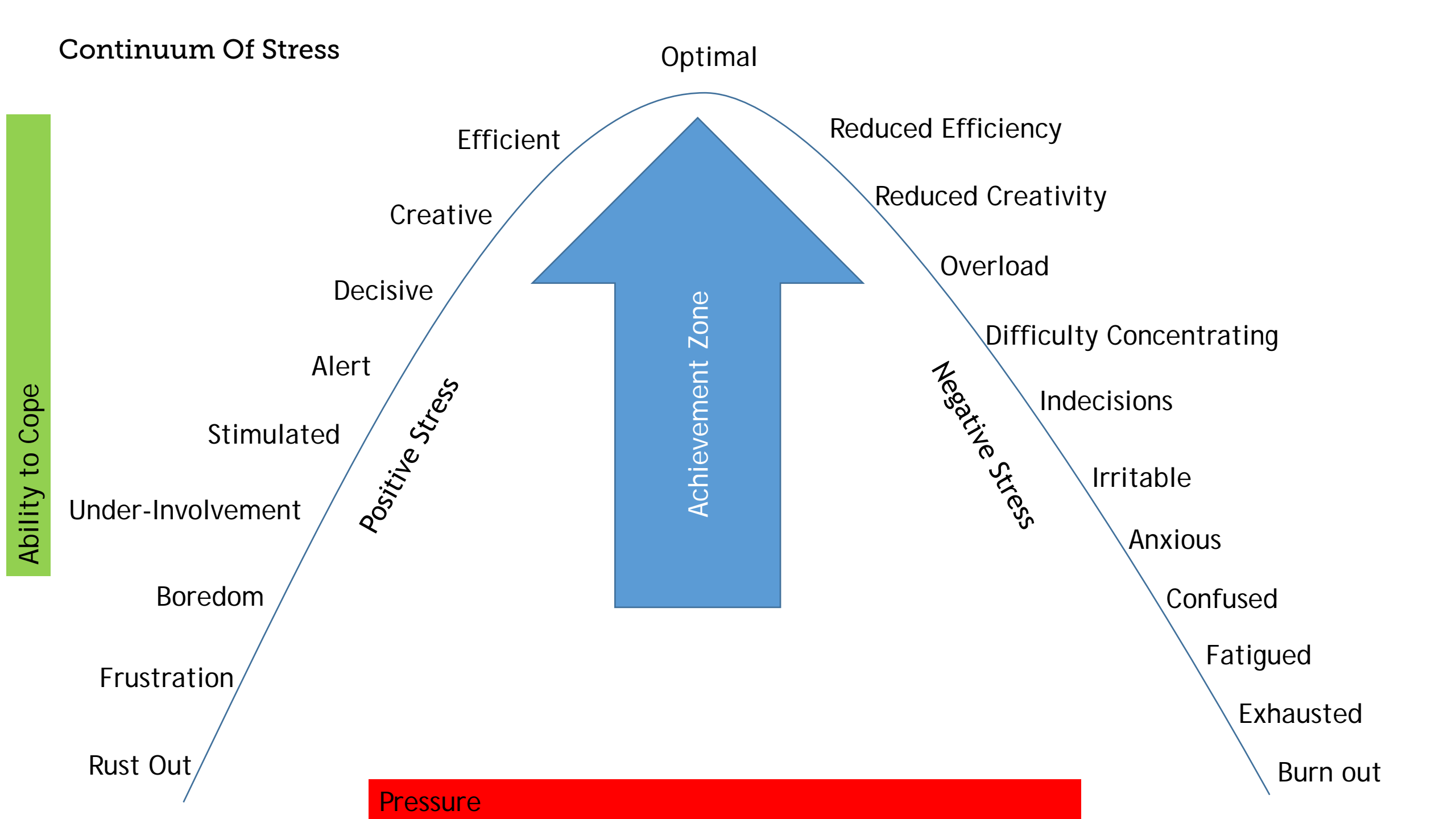
Fatigued

Exhausted

Burn out

Pressure

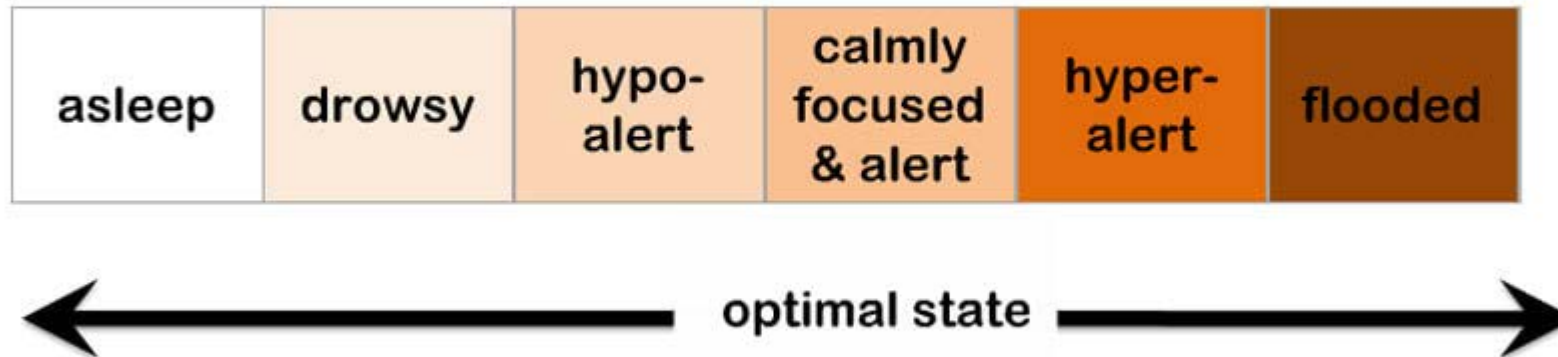
Achievement Zone



Stress Load Plays a Significant Role

The more stress an individual is under, the harder the brain finds it to manage arousal state transition, and the recovery function (putting on the breaks) begins to lose its resiliency, becoming stuck in hypo or hyperarousal.

arousal and recovery continuum



© Early Years Study 3

Learning to Regulate Intense Emotions

- Teach what calm feels like
 - Deep breathing/belly breathing
 - Mindfulness/meditation
 - Stretching
 - Control of body through slow movements
 - Notice of change within the body
 - Self-talk
- Teach what a range of emotions looks like
 - Ask questions that help with the identification of different emotions
- Acknowledge and validate feelings
 - Label feelings
 - Allow the expression of unpleasant emotions



Dysregulation



Hyper-arousal - Increase in tension, anxiety, panic, rage, exaggeration of startle responses

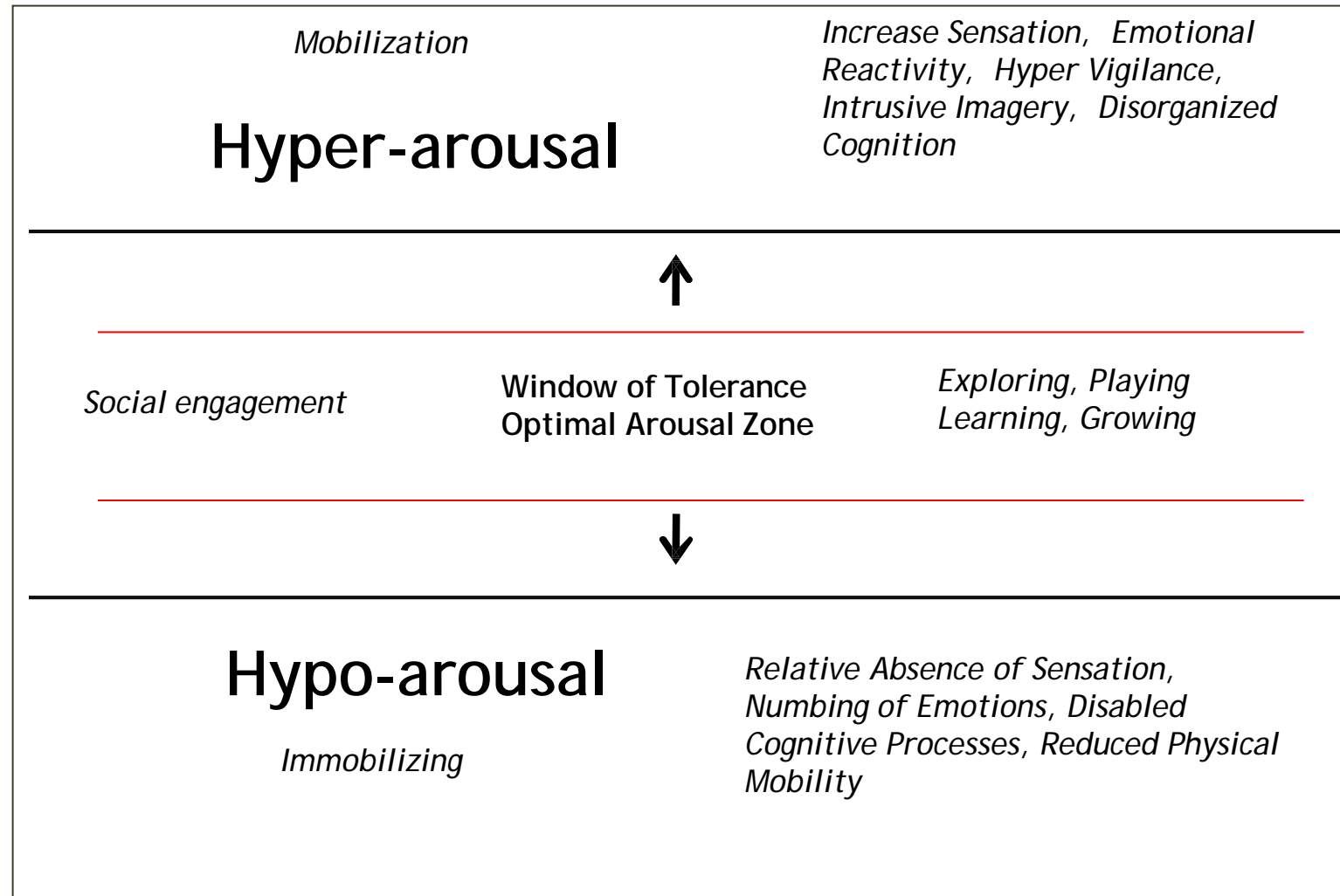
- Inability to sit still
- Inability to focus
- Agitated
- Argumentative
- Impulsive actions
- Pacing
- Tense shoulders/muscles
- Angry outbursts
- Sleep troubles
- Quick to lose temper
- Racing thoughts
- Running from the situation



Hypo-arousal - Decrease in tension, including emotional indifference, depression, hopelessness, irritability

- Defiant
- Withdrawn
- Tardy
- Absent
- Shuts down
- Avoids tasks
- Forgetful
- Attitude of not caring
- Lack of response
- Poor memory
- Sleepiness/feeling tired
- Brain fog

Window of Tolerance



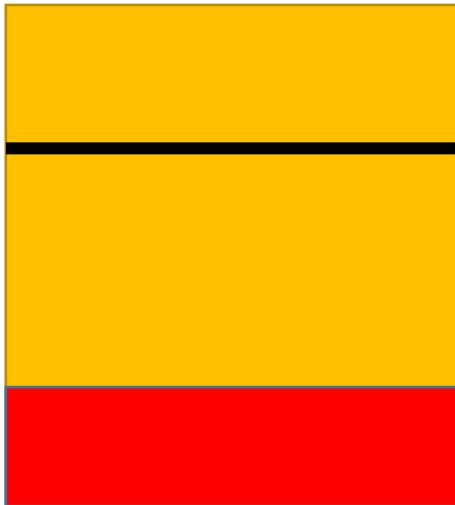
Window of Tolerance

(Heather Forbes, Classroom 180)

Classrooms that are trauma oriented (low stress) will decrease the Stress Point Resonance level, which then increases the window of tolerance.

Andy

Window of
tolerance



Breaking Point

Normal Stress Level-
Stress point resonance
level

Billy

Window of
tolerance



This is about helping children to heal and not about the modification of behavior

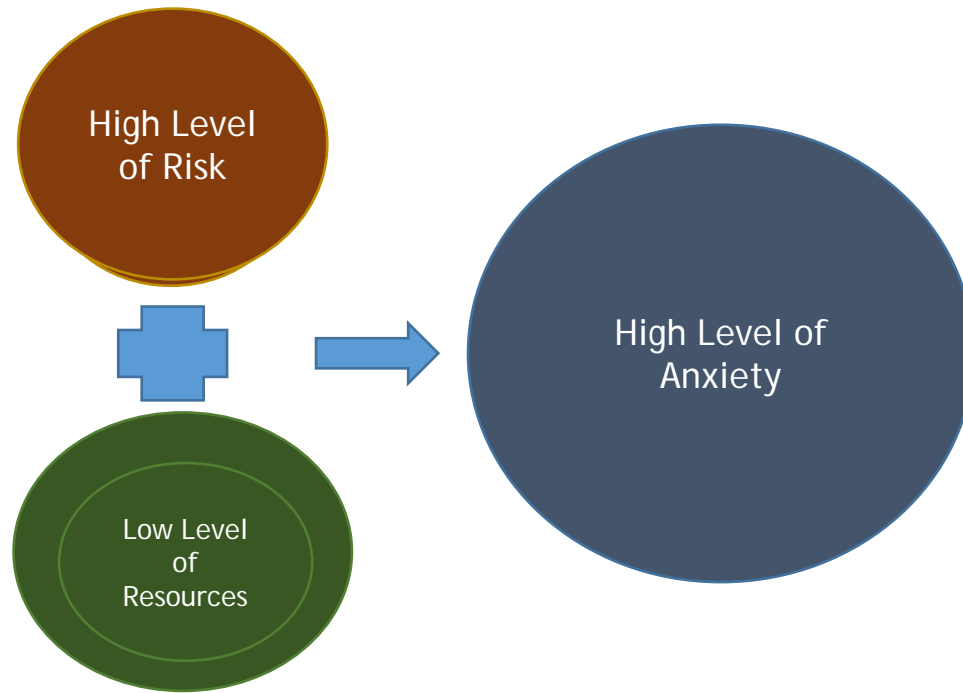
Factors that influence your stress tolerance level include:

- **Your support network.** A strong network of supportive friends and family members is an enormous buffer against stress. When you have people you can count on, life's pressures don't seem as overwhelming.
- On the flip side, the lonelier and more isolated you are, the greater your risk of succumbing to stress.
- **Your sense of control.** If you have confidence in yourself and your ability to influence events and persevere through challenges, it's easier to take stress in stride.
- On the other hand, if you believe that you have little control over your life—that you're at the mercy of your environment and circumstances—stress is more likely to knock you off course.

Factors that influence your stress tolerance level include (continued):

- **Your attitude and outlook.** The way you look at life and its inevitable challenges makes a huge difference in your ability to handle stress. If you're generally hopeful and optimistic, you'll be less vulnerable.
- Stress-hardy people tend to embrace challenges, have a stronger sense of humor, believe in a higher purpose, and accept change as an inevitable part of life.
- **Your ability to deal with your emotions.** If you don't know how to calm and soothe yourself when you're feeling sad, angry, or troubled, you're more likely to become stressed and agitated.
- Having the ability to [identify and deal appropriately with your emotions](#) can increase your tolerance to stress and help you bounce back from adversity.

Anxiety



Brief Solution Focused Therapy

(uncommon practitioners, Mark Tryell)



Scaling: breaking down the perception of situations into grades.

1. Put a fence around the experience so it no longer feels limitless and uncontrollable.

- Makes situation more manageable.

2. Engage the observing self and helping to step outside of the experience.

- Encourage the use of the thinking brain.
- Loosens the grip of the emotional brain.
- The thinking brain can observe the emotional brain.

3. Breaking down expectations into discrete steps, rendering them more realistic and achievable.



Activity

Stress Inventory

The Holmes-Rahe Life Stress Inventory

The Social Readjustment Rating Scale

INSTRUCTIONS: Mark down the point value of each of these life events that has happened to you during the previous year. Total these associated points.

LIFE EVENT	MEAN VALUE
1. Death of spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or other institution	63
5. Death of a close family member	63
6. Major personal injury or illness	53
7. Marriage	50
8. Being fired at work	47
9. Marital reconciliation with mate	45
10. Retirement from work	45
11. Major change in the health or behavior of a family member	44
12. Pregnancy	40
13. Sexual Difficulties	39
14. Gaining a new family member (i.e. ... birth, adoption, older adult moving in, etc.)	39
15. Major business readjustment	39
16. Major change in financial state (i.e. ... a lot worse or better off than usual)	38
17. Death of a close friend	37
18. Changing to a different line of work	36
19. Major change in the number of arguments w/spouse (i.e. ... either a lot more or a lot less than usual regarding child rearing, personal habits, etc.)	35
20. Taking on a mortgage (for home, business, etc. ...)	31

21. Foreclosure on a mortgage or loan	30
22. Major change in responsibilities at work (i.e. promotion, demotion, etc.)	29
23. Son or daughter leaving home (marriage, attending college, joined mil.)	29
24. In-law troubles	29
25. Outstanding personal achievement	28
26. Spouse beginning or ceasing work outside the home	26
27. Beginning or ceasing formal schooling	26
28. Major change in living condition (new home, remodeling, deterioration of neighborhood or home etc.)	25
29. Revision of personal habits (dress manners, associations, quitting smoking)	24
30. Troubles with the boss	23
31. Major changes in working hours or conditions	20
32. Changes in residence	20
33. Changing to a new school	20
34. Major change in usual type and/or amount of recreation	19
35. Major change in church activity (i.e. ... a lot more or less than usual)	19
36. Major change in social activities (clubs, movies, visiting, etc.)	18
37. Taking on a loan (car, tv, freezer, etc.)	17
38. Major change in sleeping habits (a lot more or a lot less than usual)	16
39. Major change in number of family get-togethers ("")	15
40. Major change in eating habits (a lot more or less food intake, or very different meal hours or surroundings)	15
41. Vacation	13
42. Major holidays	12
43. Minor violations of the law (traffic tickets, jaywalking, disturbing the peace, etc.)	11

Now, add up all the points you have to find your score

TOTAL

Rating Scale

- 0-150 Low level of stress, low chance of health-related stress problems
- 150-300 Moderate level of stress 50% chance of health problems in 2 years
- 300 + High level of stress , 80% change of health problems



Anticipatory Grief

- Anticipatory grief is that feeling we get about what the future holds when we're uncertain. Usually it centers on death. We feel it when someone gets a dire diagnosis or when we have the normal thought that we'll lose a parent someday.
- Anticipatory grief is also more broadly imagined futures. There is a storm coming. There's something bad out there. With a virus, this kind of grief is so confusing for people.
- Our primitive mind knows something bad is happening, but you can't see it.
- Breaks our sense of safety, feeling a loss of safety.



Anticipatory Grief, Part 2



- To calm yourself, you want to **come into the present**. You can name five things in the room. There's a computer, a chair, a picture of the dog, an old rug, and a coffee mug. It's that simple.
- Use your senses and think about what they feel. The desk is hard. The blanket is soft. I can feel the breath coming into my nose.
- Breathe.
- Realize that in the present moment, nothing you've anticipated has happened.
- In this moment, you're okay.
- Think about how to let go of what you can't control.

HBR: <https://hbr.org/2020/03/that-discomfort-youre-feeling-is-grief>



Anticipatory Grief, Part 3



- Unhealthy anticipatory grief is really anxiety, and that's the feeling you're talking about. Our mind begins to show us images, we see the worst scenarios. That's our minds being protective.
- Our goal is not to ignore those images or to try to make them go away — your mind won't let you do that and it can be painful to try and force it.
- The goal is to **find balance in the things you're thinking**. If you feel the worst image taking shape, make yourself think of the best image.

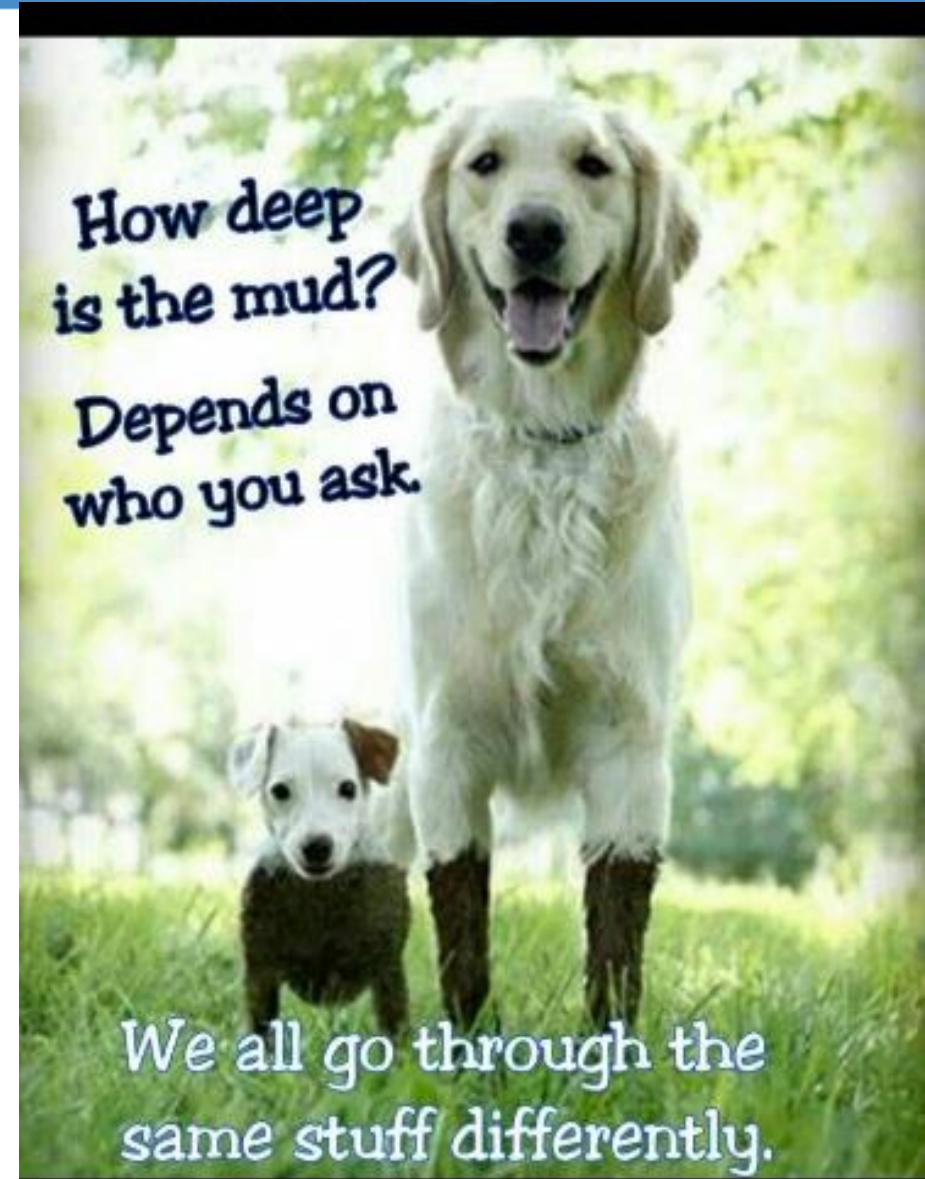




Self-Care

It Starts with US!

- A healthy staff leads to a healthy environment
- Keeping staff motivated is just as important as motivating students
- Staff who have a high degree of social competencies themselves are much more able to model those for others
- Staff who are dysregulated cannot co-regulate students



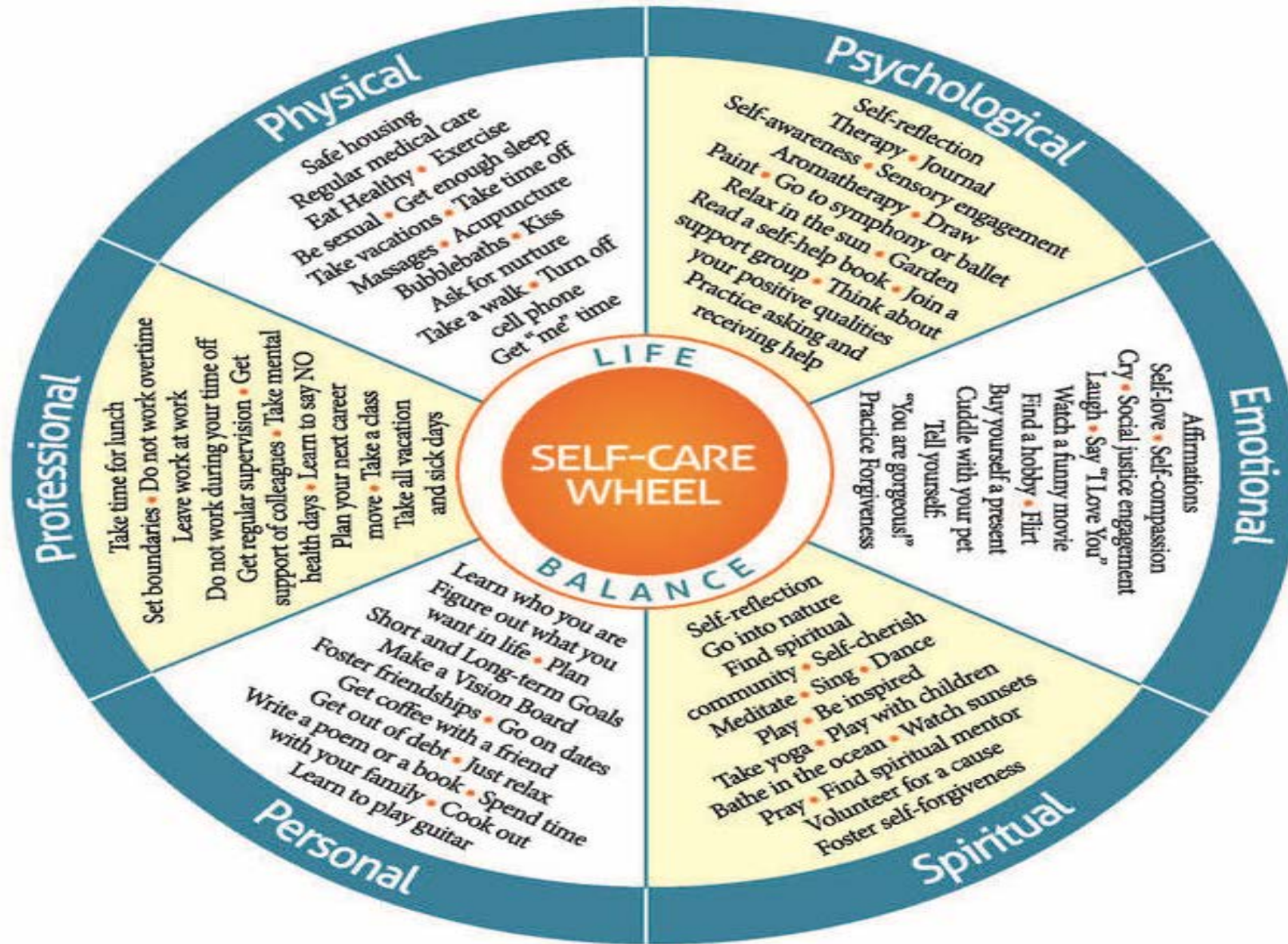
Self-Care May Sound Like a Luxury, but Science Proves It's Actually a Non-negotiable

- Self-care helps you be kinder to yourself
- Self-care enables you to respond better to difficult situations
- Self-care restores your energy resources
- Self-care boosts your patience and efficiency
- Self-care has real short- and long-term effects



<https://bumble.com/en/the-buzz/5-reasons-self-care-is-good-for-you-science>

SELF-CARE WHEEL



Emotional Resiliency



From “self-care” to “we-care”

IGNACIO 's Self Care Plan!

MEDITATE
TAKE LOTS OF BREAKS
MUSIC
Mind
FUN!
LIFE-LONG LEARNING

TEA
NOURISHING FOOD
EXERCISE
Body
SLEEP EIGHT HOURS
EVERYTHING IN MODERATION

Supportive People In My Life:
GRETCHEN
MOM
MI VIEJO
ALBERTO
LYNNE
CAROLINE
REED
DEBORAH

MEDITATE
HUMAN CONNECTIONS
SELF-REFLECTION
Spirit
FULFILLMENT
THOUGH USING MY AWESOME SKILLS

I want to accomplish:
PEACE
SERENITY
CONTROL
HAPPINESS
GOOD WORK
BE A GOOD PERSON

Lack of Predictability

- Create predictable structure and routine
- Set up a calendar with events to look forward to
- Develop plans to complete activities
- Schedule contacts with others



Bessel Vanderkolk: <https://www.besselvanderkolk.com/>

Take a walk	2	Positive self-affirmation	4	5
6	Bubble bath	8	9	Cuddle with pets
Practice relaxation	12	Coffee w/ a friend	14	View a sunset
16	17	Eat in the lunch room	Be in nature	20
21	Take a lunch break	23	24	Say I love you



- Increased happiness and positive mood
- Generally more satisfied with life
- Less likely to experience burnout
- Better sleep
- Less fatigue
- Better physical health
- Lower levels of cellular inflammation
- Greater resiliency
- Encourages the development of patience, humility, and wisdom

Practicing Self-Care

<https://ugs.utexas.edu/news/self-care>



There are lots of ways to practice self-care. What works for you may not work for someone else. The important thing is to make it a priority in your schedule. Here are some ideas:

- **Sleep:** Rest is essential to overall health and is closely linked to academic success. Maintain a routine that allows you time to get enough sleep each night.
- **Exercise:** Research shows that exercise can relieve stress, improve your mood, and help you sleep better. Block off time each week solely for getting exercise.
- **Do something you love:** Carve out time for your passions and hobbies, whether that's hiking, crafting, dancing, reading for fun, or cooking. Hobbies provide you an outlet for managing stress and can increase happiness levels.
- **Practice self-compassion:** Treat yourself like you would treat your best friend. Talk to yourself the way you would talk to someone you care about. Replace self-critical thoughts with compassionate thoughts.
- **Practice deep breathing:** Take five minutes at least once a day to practice deep breathing. In just those few minutes you can lower your blood pressure and heart rate, thus reducing the physical affects of stress. If you arrive early to a class, practice deep breathing while you wait!

Activity

List in the chat different activities that you use for self-care.



COACHING 101

Lynn Loving



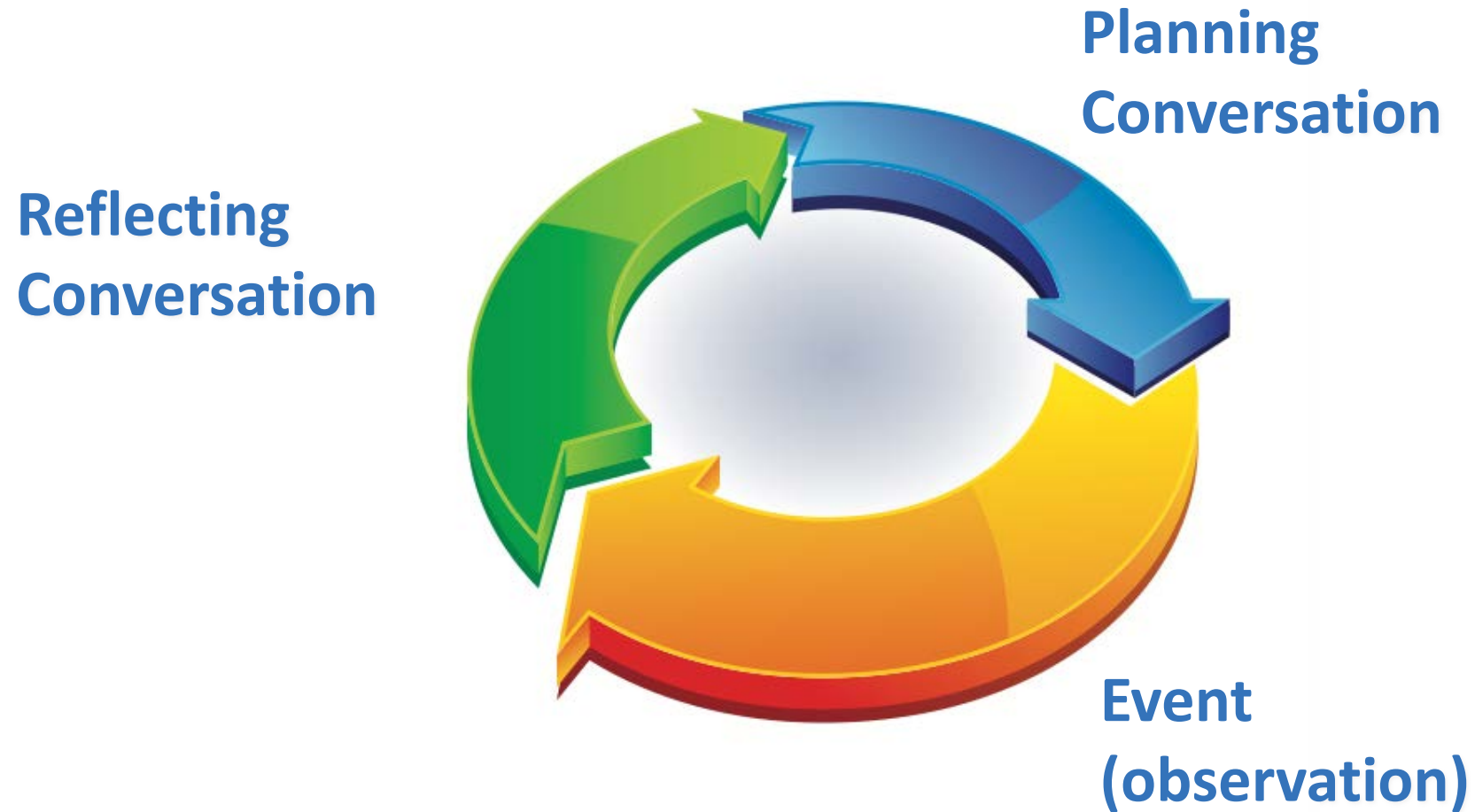
- Coaching is a learning interaction focused on
 - specific intent and purpose
 - person's strengths, challenges, and attributes
 - stimulating growth and change
 - building capacity in individuals, teams, and organizations

Coaching is Not

- A way to enforce a program
- A tool for “fixing” people
- Therapy
- Consulting



Coaching Cycle (Lynn Loving)



The Planning Conversation

CCS®

- Clarify goals
- Specify success indicators and a plan for collecting evidence
- Anticipate approaches, strategies, and decisions and how to monitor them
- Establish personal learning focus and processes for self-assessment
- Reflect on the coaching process and explore refinements

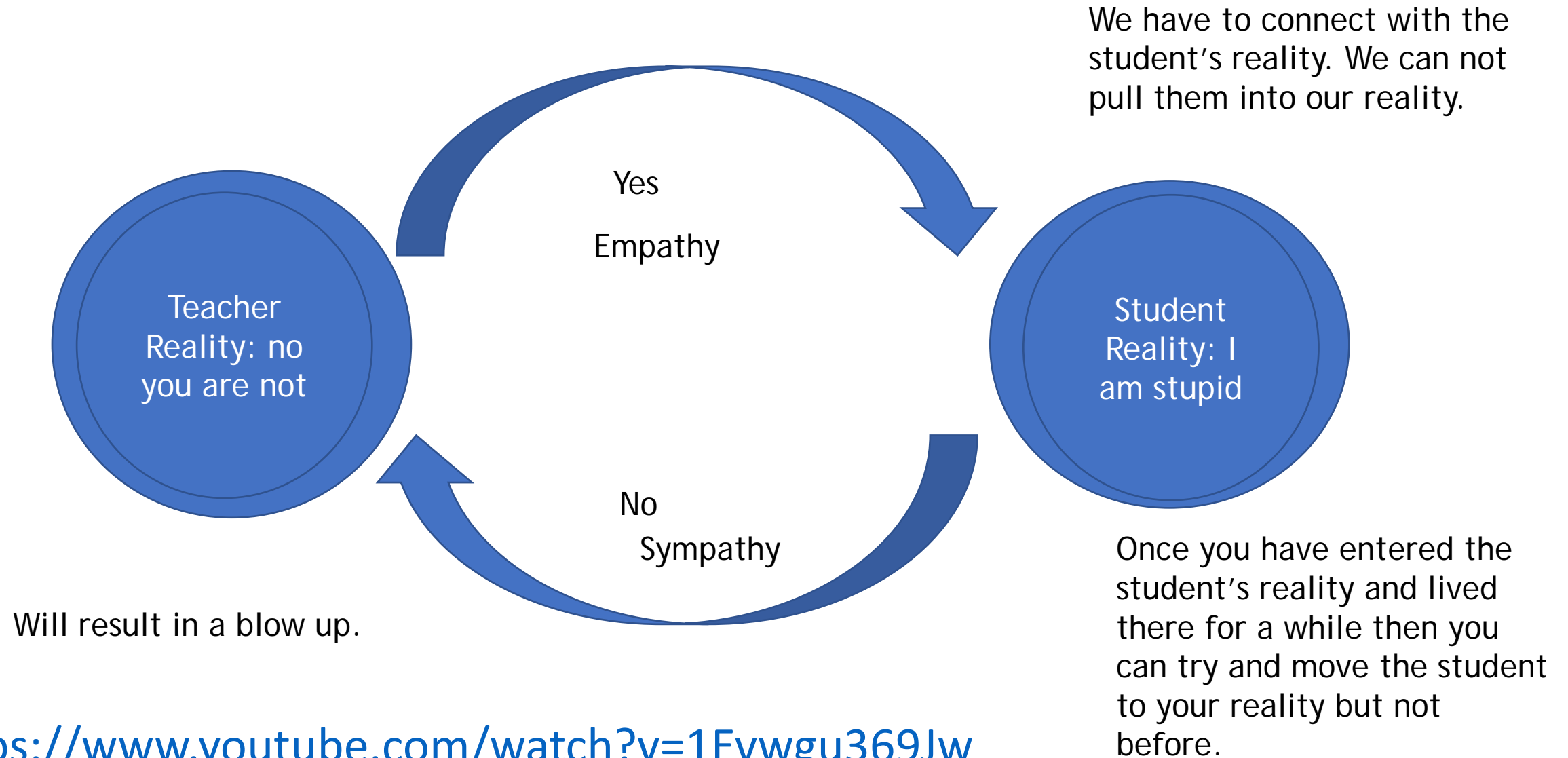
The Reflecting Conversation

CCS®

- Summarize impressions and recall supporting information
- Analyze causal factors
- Construct new learnings
- Commit to application
- Reflect on the coaching process and explore refinements

Affective Tolerance

Heather Forbes



Paraphrasing

Lynn Loving



- I am listening
- I am interested/I care
- I understand you (or am trying to)



Principles of Paraphrasing


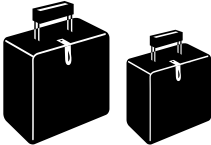

Lynn Loving

- Attend fully.
- Listen with the intention to understand.
- Capture the essence of the message.
- Reflect the essence of voice tone and gestures.
- Make the paraphrase shorter than the original statement.
- Paraphrase before asking a question.

Levels of Paraphrasing

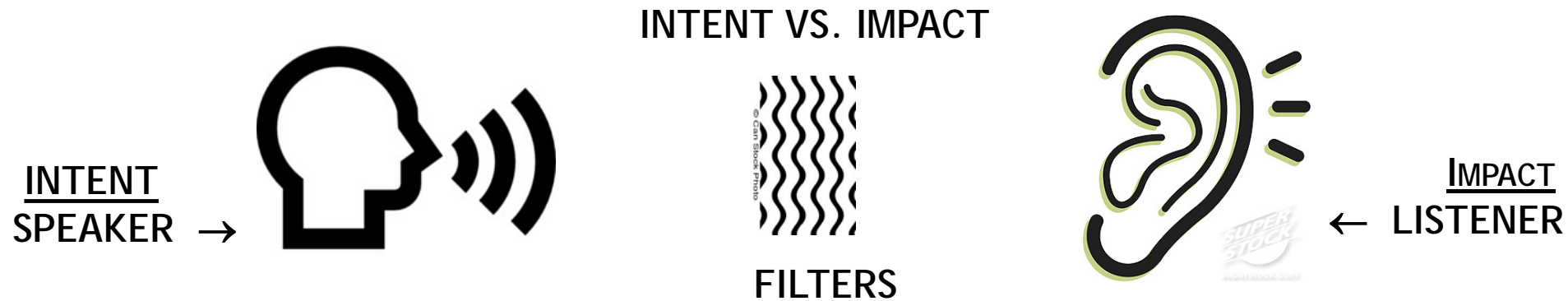
Lynn Loving



Acknowledge and Clarify	Summarize and Organize	Shift Level of Abstraction
<p>You're thinking that...</p> <p>So, you're wondering if...</p> <p>You're frustrated because...</p> <p>You're hoping that...</p> <p>You're concerned about...</p> 	<p>So, there are three issues...</p> <p>So, you're done with that part and you're ready to move on to...</p> <p>First you're going to ... then you will...</p> <p>On the one hand... and on the other hand...</p> 	<p>UP:</p> <p>Goals, values, beliefs, assumptions, concepts</p> <p>So, a strong belief you hold is...</p> <p>An assumption you're operating from is...</p> <p>A goal for you is...</p> <p>DOWN:</p> <p>Examples and non-examples</p> 

Speaker Listener

Active Listening/Reflective Listening



MISCOMMUNICATION OCCURS
WHEN
INTENT \neq IMPACT.

Activity

List in the chat what
might be a
communication filter.

Speaker Listener

Active Listening/Reflective Listening

FILTERS:

PHYSICAL

EMOTIONAL

cultural (values, morals, beliefs, ethics)

PERCEPTIONS

past experiences



Speaker Listener

Active Listening/Reflective Listening

How do we know if the listener understood and “got it?”

STRUCTURE:

- SPEAK (KEEP IT SHORT)
- LISTEN (PAY ATTENTION)
- VALIDATE (UNDERSTANDING NOT AGREEING)
- SUMMARIZE (REFLECT)



Communication with Families

- Many families worry when they receive a call from the school
- It is necessary to keep parents updated about their child and tell them when a crisis has occurred
- When contacting parents:
 - Remember that the team is there to help the child
 - Remember that you are working together to solve problems
 - Communicate in terms of dysregulation, not intentional behavior
 - Using language that implies judgement can upset parents
- Remember, you are simply providing an update to the parents
- Be informative
- Discuss next steps, including plans to avoid a similar crisis



Focus on Confidentiality, Relationship, and Dignity

- Parents are frequently concerned about possible harm
- Parents worry about consequences for their child
- Staff should reassure parents that the relationship has not been harmed
- Staff should reassure parents that they are still working to help the child
- Be informational - you are merely providing families with an update about what occurred
- Work with the family to decide next steps



Editing For Better Communication

Don't

- Don't say what you can't or won't do
- Don't monopolize the conversation
- Don't interrupt
- Don't blame
- Don't bring up past issues
- Don't let yourself get overwhelmed
- Don't focus on only your/school's needs

DO

- State what you can or will do
- Stay focused on the topic
- Share information willingly
- Speak in short paragraphs then listen
- Allow speaker to finish
- Focus on issues and facts
- Focus on the present
- Take a break if needed
- Focus on your child or children's well-being



EMOTIONAL COACHING

5 Steps to Emotional Coaching

(John Gottman)



1. Be aware of others' emotions
2. Recognize emotions as an opportunity for connection
3. Help others to verbally label emotions
 1. Emotional vocabulary
4. Communicate empathy and understanding
 1. Understanding must proceed advice
5. Set limits and problem solve together



Barriers to Emotional Coaching

(John Gottman)

- Having an agenda (I want my student/family to----)
- Understanding temperament
- Flooding (to resolve you need to take a break)



When Not to Use Emotional Coaching

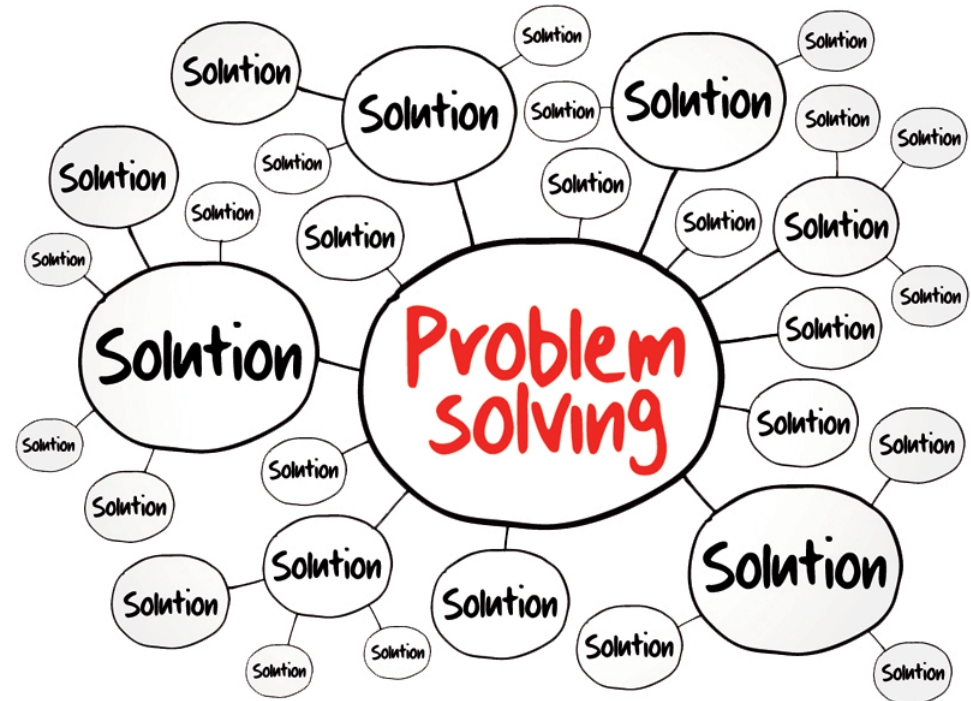
(John Gottman)

- You are in a hurry
- Safety is a concern
- Not openly in public
- When you are upset (flooding)
- You need to address serious behaviors
- Child's emotion does not match the situation



5 steps to problem solving (John Gottman)

1. Identify goals or motivation by asking what the student/family wants to accomplish or what they need.
2. Brainstorming solutions.
3. Evaluate the solutions.
4. Allow the student/family to choose a solution.
5. Evaluate the effectiveness of the solution.




Activity

List in the chat:

1. How you might implement or get started with coaching families.
2. How might families respond to being coached?



FAMILY RESILIENCY



5 Resiliency Factors Leading to Success

-
- Connection
 - Security
 - Achievement
 - Autonomy
 - Fulfillment

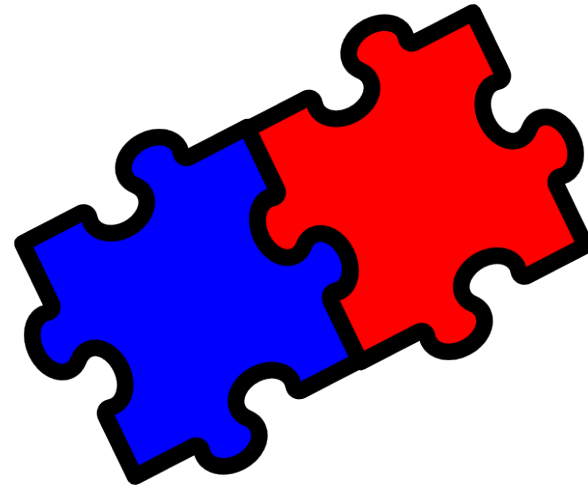
Connection

- Make time for off-content conversations (talking about personal things is what build relationships, not academic content).
- Establish and maintain personal availability
- Resource: Home visit project <https://homevisitproject.org/>



Security

- Security means safety, belonging, and predictability
- Maintaining routines and consistence of practice
- Let students know that you are their advocate
- Maintain optimism for secure future



Achievement

- Needs to be personal achievement not group or class achievement.
- This is able about individual perceptions.
- Achievement recognition for each individual student.



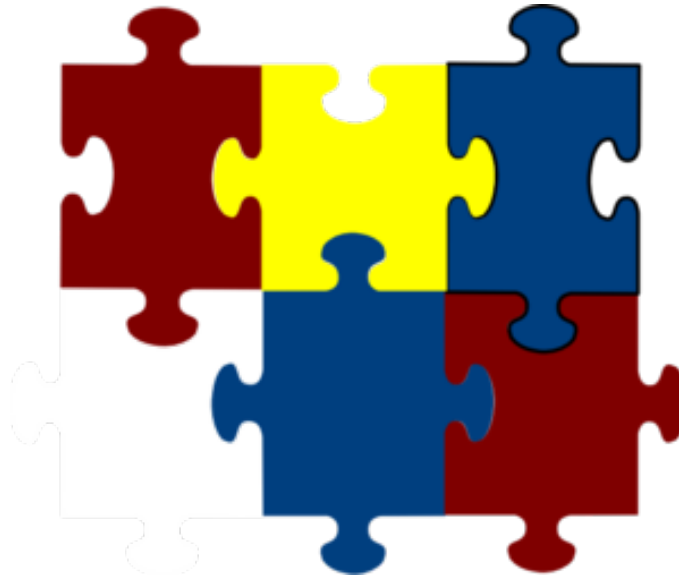
Autonomy

A lack of autonomy comes from feeling like one has no choices.
Offer choices of how to demonstrate skill mastery.
Offer choices about how assignments get completed.
Reinforce the choice that the student make.



Fulfillment

- Service learning (create opportunities).
- Integration of service and good deeds into academic instruction.
- Individualize opportunities.
- Reinforcement individual services and good deeds.



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- ED WEB Webinar Series, <https://home.edweb.net/>
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- Trauma for online learning acceleration Webinar through Ed web, 9/9/2020, 1:00pm, Trauma Skills School Model-Dropout Center, dropoutprevention.org
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