



Regulation Before Education

Strategies for a Successful Return



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Track data
Identify need
Coordinate interventions
Evaluate outcomes



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Introducing.....



Lara Kain

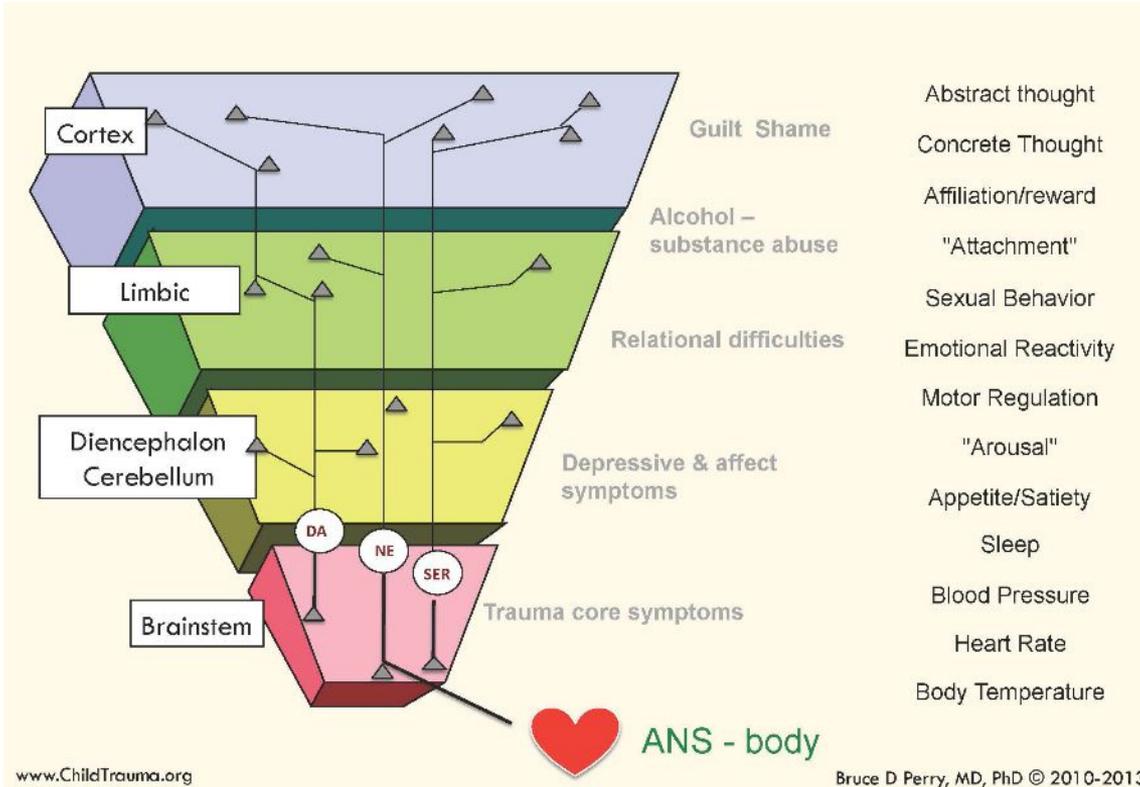
Regional Community Facilitator at
ACES Connection



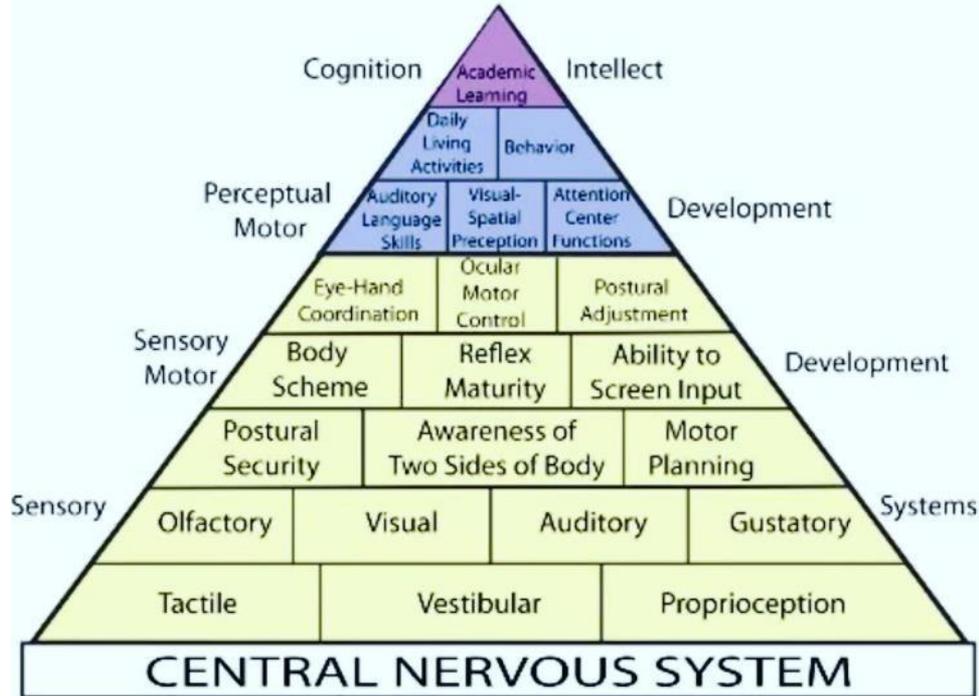
Emily Daniels

M.Ed., MBA, NCC, SEP™ in training,
Founder of Here This Now

Dr. Bruce Perry and the Neurosequential Model of Therapeutics (NMT)

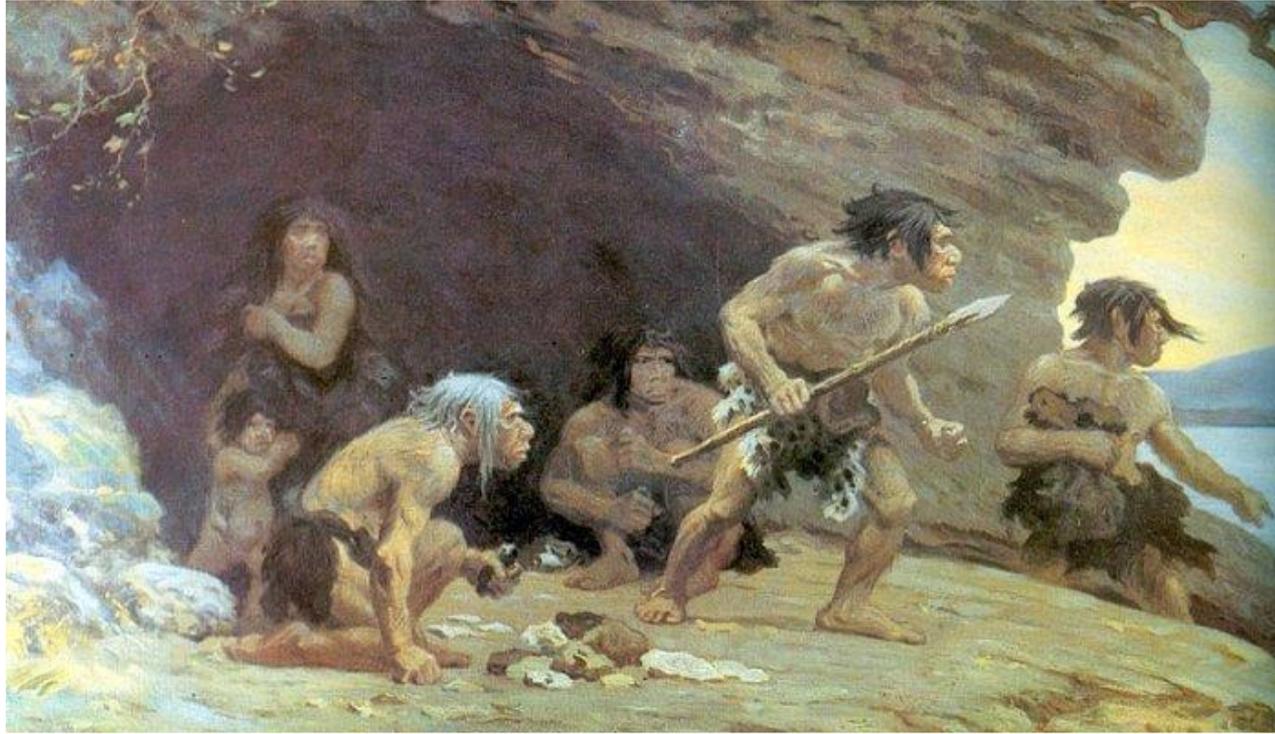


Hierarchy of Development



Pyramid of Learning (William & Schellenberger, 1- 4)

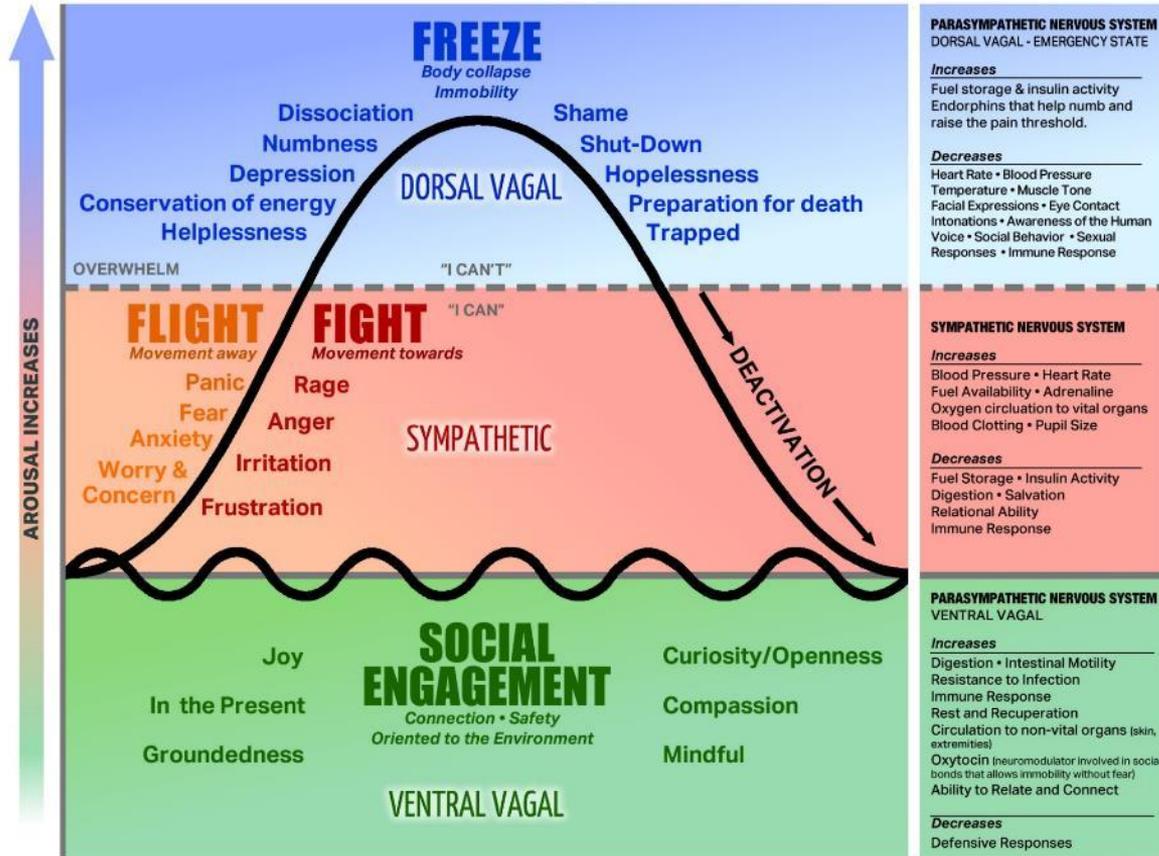
The Evolution of Survival



The PolyVagal Theory

“The PolyVagal Theory provides the vehicle for explaining the importance of *physiological state as an intervening variable influencing behavior* and our ability to interact with others. The theory provides an understanding of **how risk and threat shift physiological state to support defense**. The theory explains how safety is not the removal of threat and that feeling safe is dependent on **unique cues** in the **environment** and in our **relationships** that have an active inhibition on defense circuits and promote health and feelings of love and trust.

— Dr. Stephen Porges —



Adapted by Ruby Jo Walker from: Cheryl Sanders, Steve Hoskinson, Steven Porges and Peter Levine

rubyjowalker.com

Key Considerations That Are Developmentally-Informed

Early Childhood: Lack of support for parents of young children trying to work; young children's access to a web of caring adults outside their home; access to outdoor exploration

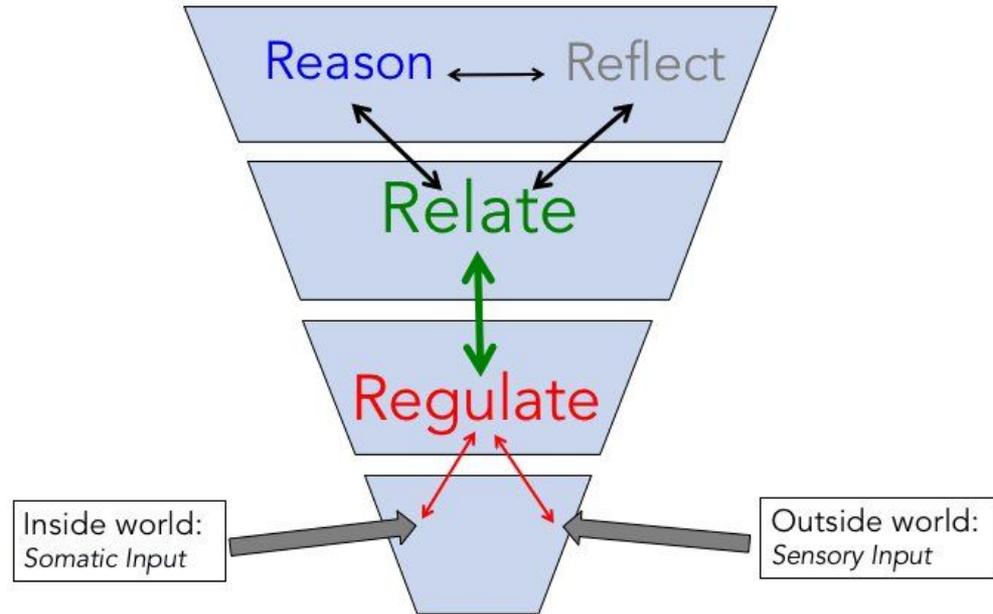
School-Age Children: Developmentally inappropriate expectations for academic gains via virtual platforms. Developmentally damaging expectations related to enforcing rules in school settings for social distancing/PPP

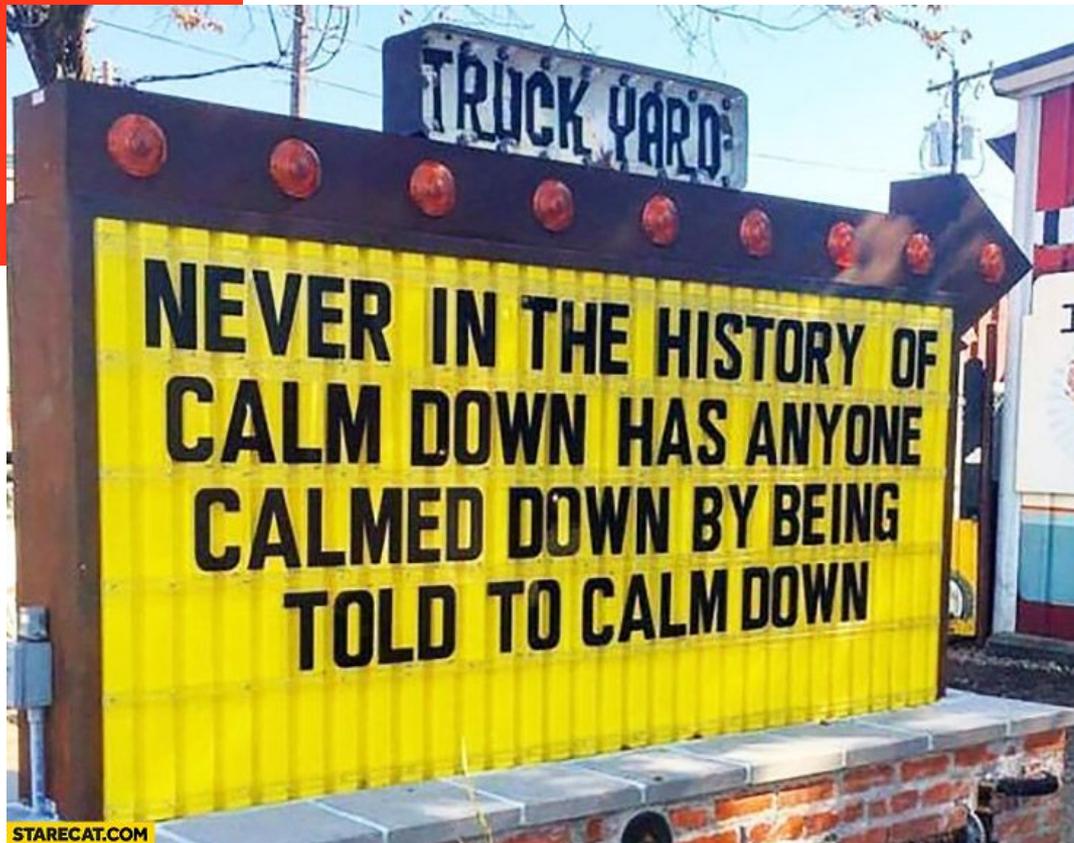
High School Teens: Lack of access to sports or other means of somatosensory regulation; lack of access to healthy peer experiences necessary for development



The Sequence of Engagement: 3 R's

Sequential Engagement & Processing





STARECAT.COM

Collective Trauma

“Collective trauma refers to the impacts of adversity on relationships in families, communities, and societies at large. This includes natural and human-caused disasters as well as the cumulative effects of poverty, oppression, illness, and displacement.”

Dr. Jack Saul, author of
Collective Trauma Collective Healing



Key Features of Collective Trauma

- Polyvagal: Disruption of Sense of Safety Implicit in Co-Regulation
 - Loss of Normalcy and Predictability
 - Fear Response to the Potential for Lethal Threat or Significant Threat to Survival (i.e. Survival, Civil Rights, etc)
 - Triggering of Past Trauma Responses
-

Key Factors To Prioritize for An Equitable and Effective Response

- Prioritize Regulation, Relationship, and Sense of Community
 - Holding Space for Grief
 - Communal "Witnessing" -- Encouraging all to safely share their experiences to develop a collective narrative
 - Educators and students engage in patterned, repetitive, rhythmic practices throughout daily routines
 - Reignite meaningful school rituals or routines
-

SAMHSA 6 Principles of Trauma-Informed Care



Safety



Trustworthiness
and Transparency



Peer support and
mutual
self-help



Collaboration and
mutuality



Empowerment,
voice, and choice



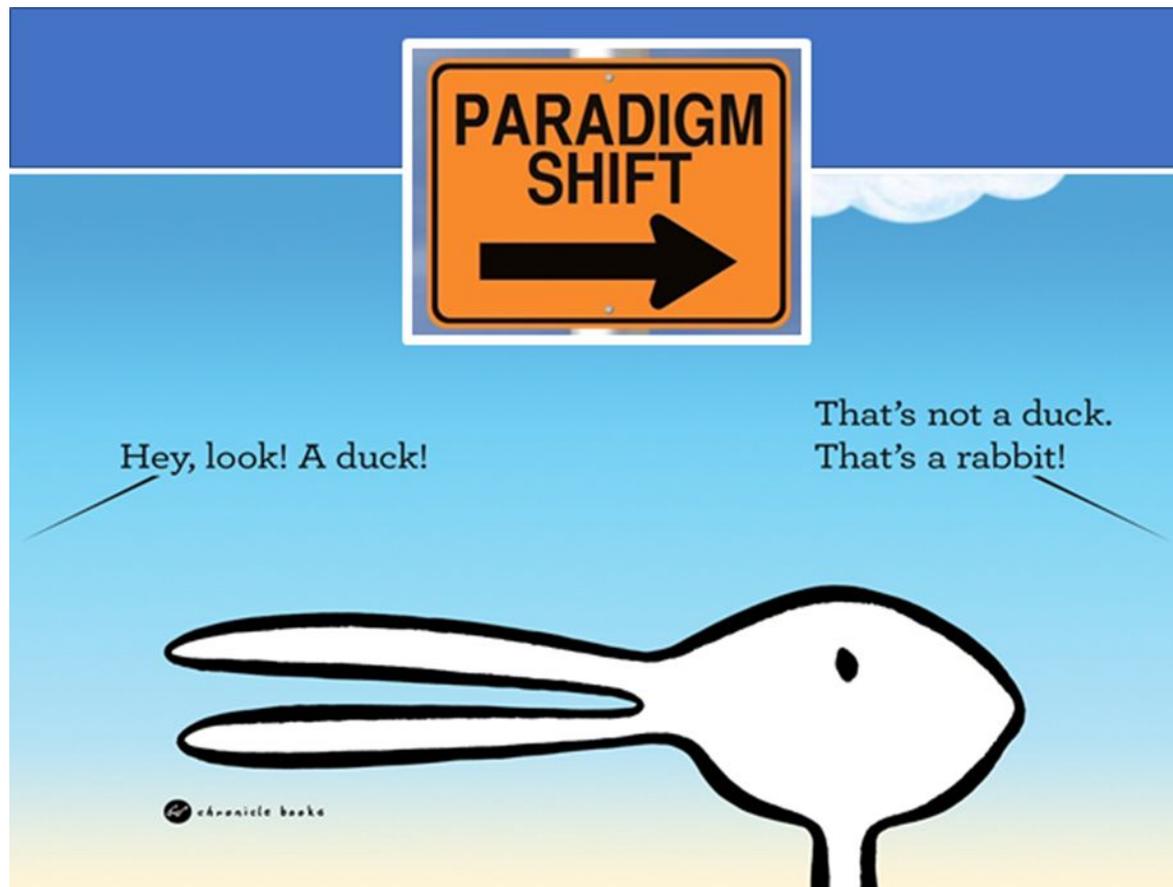
Cultural, historical,
and gender issues



Poll

WHAT DO YOU
THINK



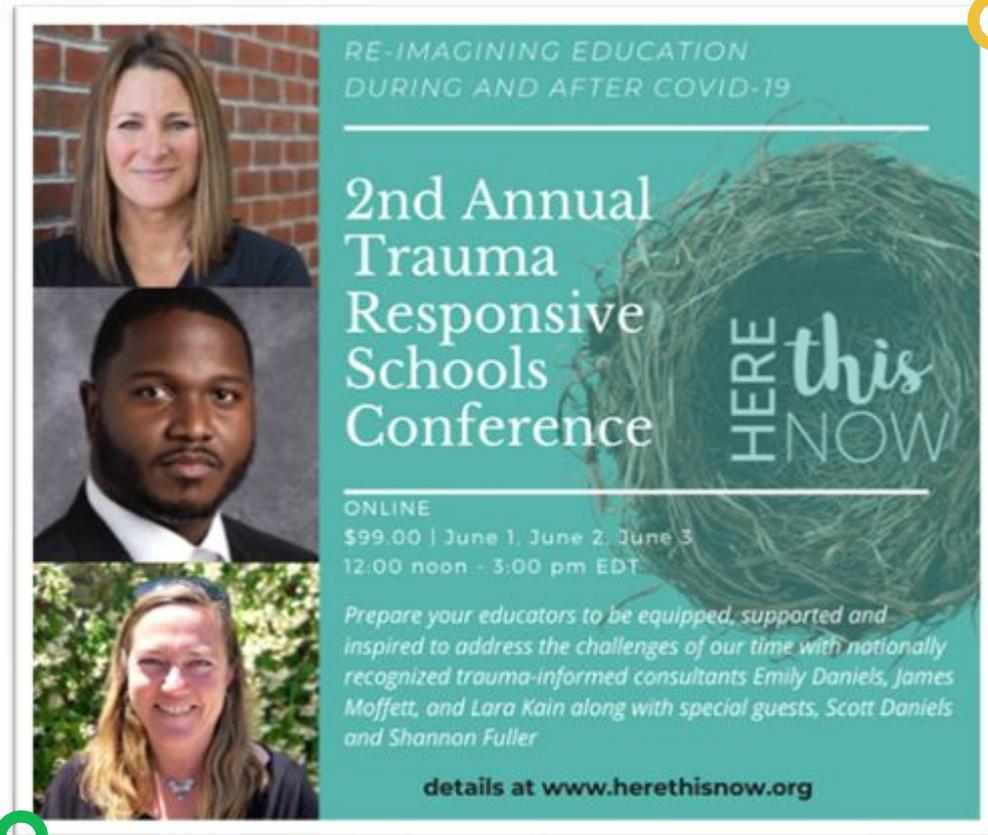


Trauma-Informed Approach is the lens through which we view our entire system

It is not a thing we 'do', it is who we become



Want to Go Deeper and Learn More?



RE-IMAGINING EDUCATION
DURING AND AFTER COVID-19

2nd Annual Trauma Responsive Schools Conference

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ONLINE
\$99.00 | June 1, June 2, June 3
12:00 noon - 3:00 pm EDT

Prepare your educators to be equipped, supported and inspired to address the challenges of our time with nationally recognized trauma-informed consultants Emily Daniels, James Moffett, and Lara Kain along with special guests, Scott Daniels and Shannon Fuller

details at www.herethisnow.org



Poll

Q&A



Emote:Webinars

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Thank you for joining us for Day 1!
Don't forget to sign up for Day 2 to at
<https://emotewebinar.eventbrite.com>



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Cultural, historical,
and gender issues

How do we incorporate these concepts specifically around building resilient trauma-informed school environments?

Safety-

Intentionally cultivating conditions that create a felt sense of safety



Trustworthiness and Transparency

Being transparent and inclusive about how and why decisions are made creates conditions for trust. Relationships are fundamental to this process, and trust is the cornerstone.

01

Include students and staff in creating expectations and norms for behavior, being transparent and consistent with follow through.

02

Modeling vulnerability that is age appropriate

03

Holding space for grief and discomfort

04

Distress Tolerance, no Toxic Positivity



Collaboration and mutuality

Collaboration should be highly valued and practiced amongst administration, staff, and in the classroom. Meaningful and authentic power-sharing occurs, strengthening trust and relationships.

01

Distributed and adaptive leadership is practiced by administration

02

Collaboration is encouraged through Professional Learning Communities', shared planning, co-teaching, peer coaching and mentoring, and protocols



Cultural, historical, and gender issues

A trauma-informed school actively moves past cultural stereotypes and biases and recognizes previous history as being a traumatizing system for many.

01

Awareness of how this experience has been different for everybody- we are not in the same boat

02

Culturally responsive, brain based pedagogy is practice

03

Find creative ways to acknowledge varied family cultures



Peer Support

Prioritizing school employee wellness and building a culture that supports collective self-care is essential.

- 01 Professional development for staff to build knowledge about concepts such as trauma, compassion fatigue and burnout, self-care
- 02 Strategies and activities for building staff wellness and resilience are provided.
- 03 Safe, calm spaces are available for staff to recharge.
- 04 Staff are aware of how to ask for help and encouraged to do so.
- 05 Staff are aware of how to ask for help and encouraged to do so.



Empowerment, voice, and choice-

Students, families, and all staff feel empowered, valued, and validated.

01

Engage Parents, teachers, students in designing how we come back; crowdsource ideas to achieve collective recovery

02

Students feel empowered and the existing knowledge they hold is validated . Empowered students feel ownership over their learning and feel the work they are doing is meaningful and important.

03

Students have some voice and choice about what and how they learn

04

Teacher leadership is encouraged; teachers and staff feel empowered to demonstrate leadership



SAMHSA 6 Principles of Trauma-Informed Care

POLL
TIME!

Safety

Trustworthiness
and Transparency

Peer support and
mutual
self-help

Collaboration and
mutuality

Empowerment,
voice, and choice

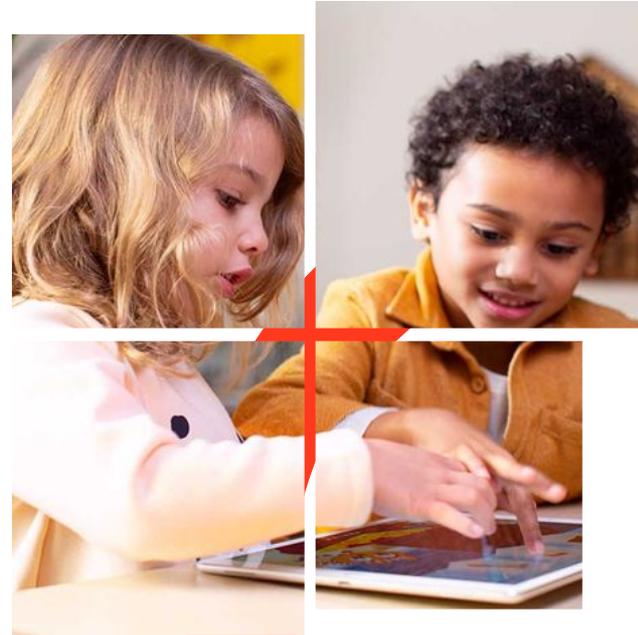
Cultural, historical,
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Student and Staffs:

Prioritizing Healing in the First Few Weeks of School Through Narration

The end of the school year tends to be when we make space for performances, ceremony, time as a community. Flip it; start your year with this. Ease in...and sprinkle it throughout the school year.

- Dramatic performances
- Music and singing
- Past rituals
- Visual art forms
- Journaling and free form sharing like slam poetry



Staff and Students: Frequent Dosing of Patterned, Repetitive, Rhythmic Exercises Together

- Qi-Gong
- Yoga
- Running
- Walking
- Making Music Together
- Parkour



Community Building - Whole Class and Whole School Activities

- May need to consider virtual platforms:
- School song
- School sports
- School performances
- Fireside chats
- “Get to know you” scavenger hunts
- Project Adventure activities (i.e. Like me)
- Sentence stems (i.e. “I wish people knew I was...”)



*Your system is
perfectly designed
to give you the results
you're getting.*

- W.E. DEMING



Managing Transition: This is Where Good Intentions can Fall Apart

“

Transition starts with an ending. You can't grasp the new thing until you have let go of the old thing. It's the process of letting go that people resist, not the change itself.”

01

During transition people feel isolated, especially if they don't understand what is happening to them

02

Old problems are likely to resurface and old resentments are likely to come back to life.

03

It is important to try to rebuild a sense of identification with the group and of **connectedness with one another**

Managing Transitions: Making the Most of Change. William Bridges, Phd with Susan Bridges



“

If you suppress the feelings and push people to get over them, you'll be handicapped with people who never mended”

Be aware of the signs of **grieving**, the natural sequence of emotions people go through when they lose something that matters to them.

When endings takes place people get angry, sad, frightened, depressed, and confused.

Managing Transitions: Making the Most of Change. William Bridges, Phd with Susan Bridges

Collective Recovery

At the essence of recovery is the very important phenomenon of witnessing.

“Recovery is a creative and emergent process that is constructed over time through cycles of collective action, reflection, and narration. It's aided by creative narrative, testimony, the arts, theatrical productions and especially music.”

Everybody just wants to be heard. Validate them. 'I see you. I hear you. And what you say matters to me.'

Oprah

Facilitating Conversations about Grief

Considerations for Facilitating Conversations with Staff and Students:

01

Cultivate conditions of psychological safety

02

Prioritize equity in turn taking during conversations

03

Promote social sensitivity during discussions



Possible next steps

Ongoing professional development



Possible next steps

**Develop a resilience
leadership team**



Possible next steps

**Strengths based asset
review**



Possible next steps

**Empathy and support
for teachers**



Key points

- Prioritize regulation, relationship, community
- Relationship over rigor, connection before correction
- Make space for sharing of stories and grief
- Whole school universal approach
- Make policy 'proximate to the pain' Make decisions that benefit most vulnerable and all will be served
- Empathy and support for staff



Opportunities

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Emote

Webinar Promo

Attendees Pilot Free

Find out more at Emotenow.com



Q&A





THANK YOU !



The logo for Emote: Webinars, with 'Emote' in a colorful, multi-colored font and 'Webinars' in a solid black font.

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