

Caregiver and Parent Wellness:

Resiliency Strategies to Keep Yourself Above Water
Presented by Stacy G. York Nation, LCSW
In Partnership With Raise the Future
Dec. 7 and 14, 2022

1

Who am I? and Who are You?

- Today's expectations: more of a workshop, less of a lecture
- You'll get out of this what you're willing to put in
- WHO are you?
 - Type in your role and location
- WHAT do you hope to gain from today?

2

Today's Objectives

Learn	Learn about OUR brain development
Reflect	Reflect on key events that IMPACT our wellness
Create	Create an individual DAILY plan
Identify	Identify KEY strategies that can be used in your home

3

LEARN

- Let's start with YOU and YOUR journey.
- Stress Response Systems



4

YOU

Let's chat about how we got here today.

Past Self: What critical events occurred in your past?

Present Self: What is currently happening in your life?

Future Self: How do you want to show up in your daily life?

5

ACEs: Adverse Childhood Experiences

- Physical, sexual, verbal abuse
 - Physical and emotional neglect
 - A family member: mentally ill, addicted, in prison
 - Witnessing mother being abused
 - Experiencing divorce or separation
 - Not having basic needs met
- **Resilience Survey

6

WHY

- Spend a few minutes just thinking about your WHY.
- WHY did you become a foster or adoptive parent?
- WHAT did you imagine this being?
- WHAT is it really?

7

WHO

01

Think of a parent or caregiver you love and/or admire.

02

Think of a parent or caregiver with whom you've struggled.

03

Think of which one you are.

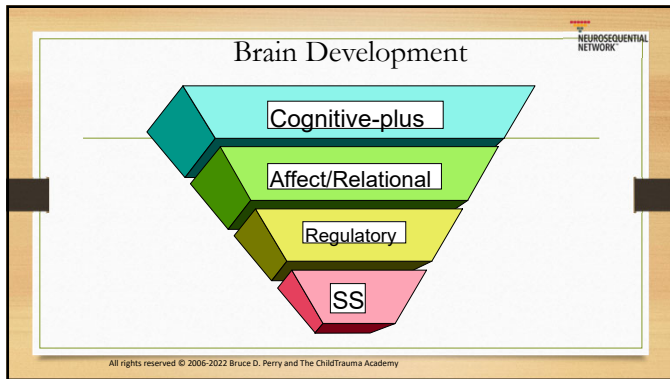
04

Discuss WHO in your past has influenced you.

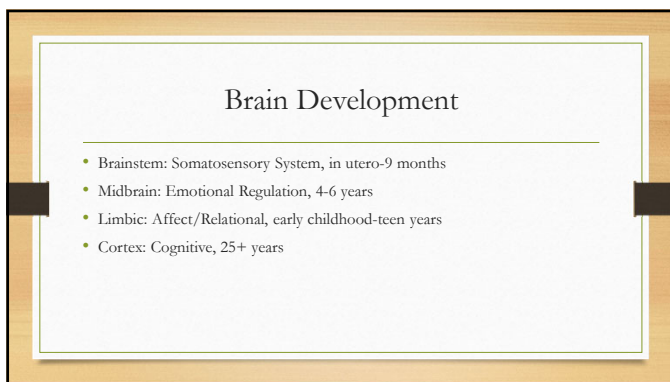
8

- Blueprints: Let's take a deep dive into HOW your brain works
- Let's Talk Fight Physiology!!
- What is a Blueprint? What does it mean?
- Timeline of Brain Development
- What is happening to you in your development?

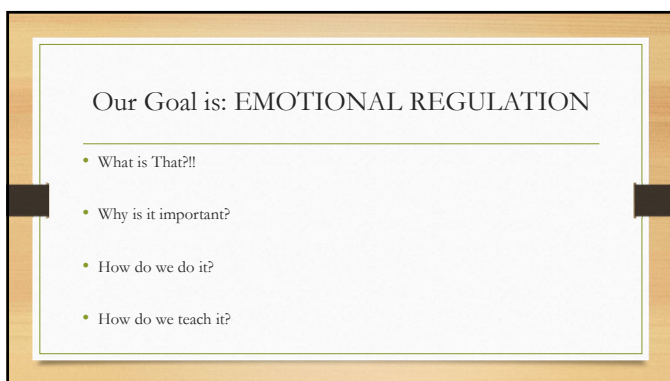
9



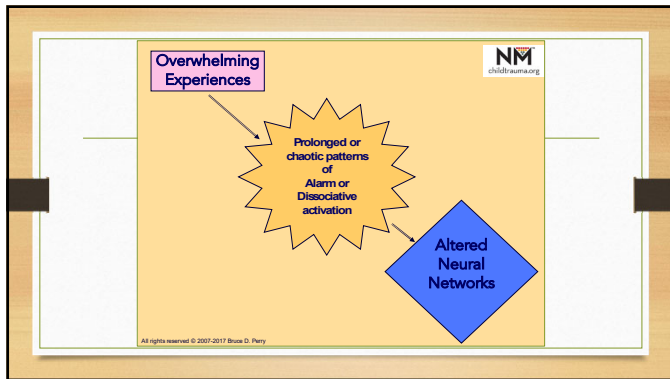
10



11



12



13

WHAT: triggers us

First, we have to identify WHAT triggers us

Triggered By Our Kids

- Are your basic needs met?
- Is your kid's sensory system triggering your sensory system?
- Who does your kid remind you of from your past?
- When did you feel this feeling before?
- What age did you experience those HARD things in your childhood?

14

WHAT: memory

- Our Body Keeps the Score
- Filing Cabinet of Memory
- Implicit vs. Explicit Memory
- The Train Wreck of Unconscious: an Activation of Memory
- Three Parts to Memory

15

Reflect

- Reflect on KEY events from our lives that impact our wellness

16

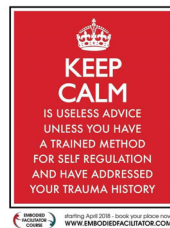
Questions to Explore

- Should I put a different spin on WHY kids are doing what they are doing?
- What are your core beliefs about kids? Parenting?
 - HOW did you develop those core beliefs? When did they start? The framework?
 - What are the experiences that created those beliefs?
 - What goes AGAINST your belief system in the family setting?

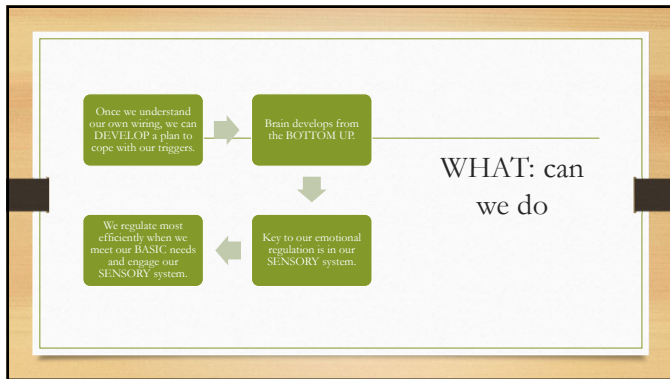
17

Create

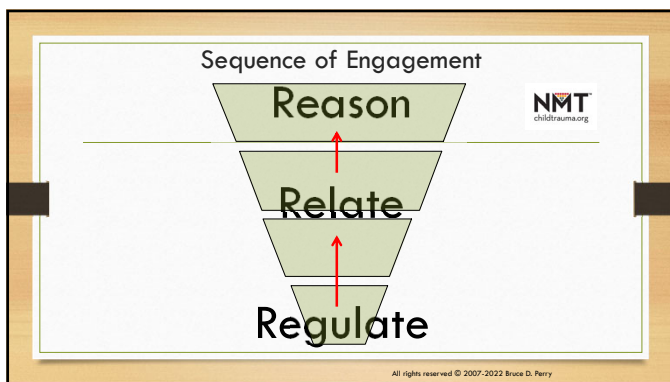
- Create an individual daily wellness plan to manage our own stress



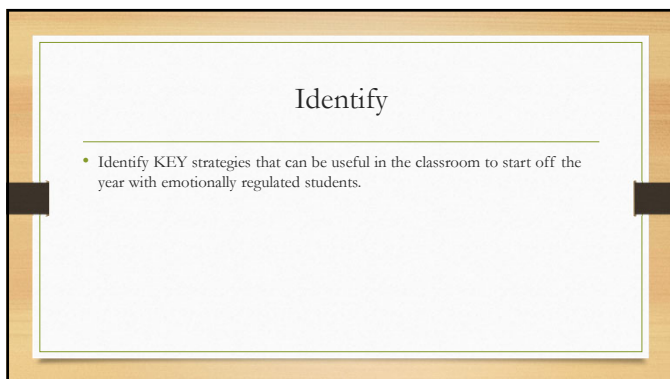
18



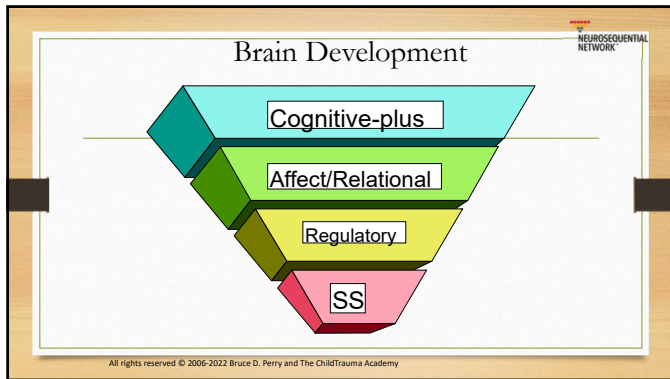
19



20



21



22

"We are unable to engage in random actions because our behaviors are guided by patterns established through previous learning to which we automatically return."

~Louis Cozolino

23

Our Goal is: EMOTIONAL REGULATION

- What is That?!!
- Why is it important?
- How do we do it?
- How do we teach it?

24

Regulation

- What is co-regulation vs self-regulation?
- Two Ways to Regulate: Top-down or Bottom-Up

25

Co-Regulation

Co-regulation is when we complete the stress cycle with the support of a safe enough person.

Infants & small children do not have the biological capacity to complete the stress cycle. That is built over time through a multitude of co-regulation experiences.



A safe enough person is a person in safe & social mode. They have deep belly breathing, expressive face, soft gaze, calm heart rate, prosodic voice, and the ability to enjoy safe touch or closeness.

Trauma Geek

26

REGULATION

BEFORE

EXPECTATION

Greg Santucci, Occupational Therapist

A dysregulated child will have difficulty following directions.

It's not a behavior problem,
("they *won't listen*")
it's a regulation issue.
(they *can't process what you're saying*)

Want to avoid a power struggle? Make sure the child is regulated and able to meet the expectation first.

www.gregsantucci.com

27

Bottom-Up Regulation

- Meet basic needs:
 - Eat-kids need more calories
 - Sleep-kids need rest and can only rest when they feel safe
 - Drink water
 - Heart Rate
 - Flexible Seating-Movement to regulate
 - Patterned, Repetitive Movement
 - Attention that is Connection

28

What happens when a child/teen has a stress response to trauma?

- Heart Rate Increases
- Dissociation versus Arousal
- Somatic Complaints
- Lack of Self-Regulation
- Lack of Empathy
- Increase in Peer Problems
- Escalation in Difficult Behaviors
- Decrease in Homework Completion
- Lack of Focus and Concentration
- Increased Absences

29

Discipline and Behavior

- Things to consider:
 - What skill do they need to learn?
 - Developmental Age
 - Are they regulated?
 - Are you regulated?
 - How much repetition have they had?
 - How much repetition do they need?

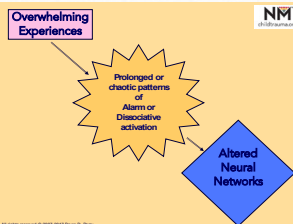
30

Dose Regulation

- How long can a child/student stay regulated?
- Dose sensory breaks and co-regulation PRIOR to dysregulation.
- Crossing midline
- Sensory System hacks: how do we override the sensory system?

31

Heart Rate



32

Trauma Truth

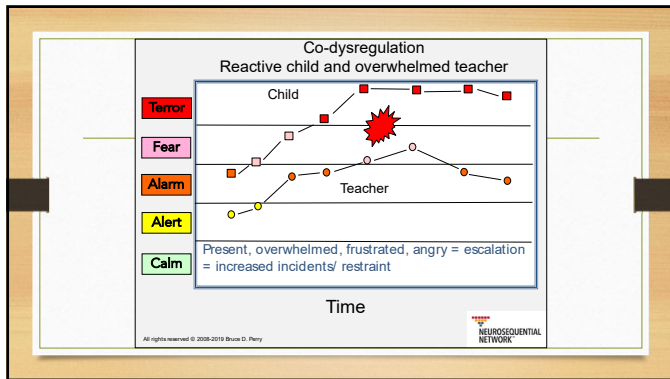
To our brain what is familiar is safe, and safety is our brains #1 priority.

"If a child is familiar with chaos in their home & suddenly she is placed in a safe environment free of chaos, she will seek & provoke the familiar stress in the new environment to feel safe."

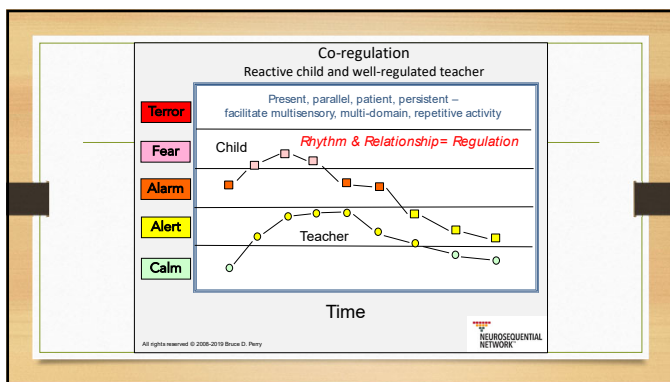
BethTyson.com

Beth Tyson
LIVING ADJUSTED

33



34



35

Sensory System

- 5 senses
- And then these 3:
 - Interoception- perception of sensations from inside the body (ex. Heart beat, respiration, satiety, as well as activity related to emotion)
 - Proprioception- sensations from muscles and joints of body (ex. How your body moves in space, walking without looking at your feet)
 - Vestibular- sense of head movement in space (inner ear that controls balance and eye movements)

36

Sensory-Grounding and Centering

~Linda Curran

▶ Sight › Clock/Calendar › Photographs › Looking at your surroundings ▶ Sound › Soothing music › Nature sounds › Familiar sounds › Sing aloud › Read aloud › Pray	▶ Taste › Drop of clove oil › Flavored toothpicks › Altoids ▶ Smell › Essential oils › Incense › Body lotion/perfume ▶ Touch › Smooth/textured stone › Ice cube › Blanket or cloth
--	--

37

Somatosensory Breaks

- The lowest and first part of the brain to develop is the Brainstem which is responsible for the somatosensory activities in the brain.
- If a child/youth is becoming escalated or struggling to stay focused, a somatosensory break may help the brain to regulate.
- Occupational Therapy breaks
- Fidget Toys
- Cloth on the desk
- Rock in the pocket
- Listening to music while learning
- Recess

38

Empathy

- Empathy is developmental and state dependent.
- We can't have empathy for others when we don't have our basic needs met.
- We can't have empathy for others when we are trying to stay alive.
- Empathy does not equal agreement!

39

The Body Stores the Feelings

Where do you feel that in your body?

What's the Shape?

What's the Color?

What's the Size?

What's the Weight?

Does it have a Smell?

What do you want to do with it?

40

- Bilateral Stimulation
- Cross Body Movement
- MOVEMENT

41

Compliance is different from cooperation.

Cooperation involves
mutually meeting the needs
of both individuals.

Compliance is typically
fear based and is focused on
the needs and desires of the
more powerful person.

Ruby Gubbel

42

Stop Asking WHY

- WHY is for adults. STOP asking it.
- Kids do not have fully developed cortex.
- Instead... "Tell me more about that." or "Tell me what happened. Then, what happened."

43

Tell Me What Happened

- And then what happened?
- And then what happened?
- And then what happened?

44

Repetitions

When early intervention is delayed, it takes 4x as long to intervene in Fourth Grade as it does in late Kindergarten due to brain development.

THE HILL COMPANY
©2022

45

Reflect and Review

- What are your biggest takeaways today?
- What are 3 things you will take into the new school year?
- What is your PLAN for daily wellness?

46

Resources

- Dr. Bruce Perry and The ChildTrauma Academy
- Wild Roots Therapy
- Bryan Post and the Post Institute
- Trauma Informed Educator's Network
- Robyn Gobbel
- Lori Desautels
- Joe Brummer
- Kristin Hovious
- Mona Delahooke

47

Questions to Explore

- What are the labels/roles that describe you?
 - Father, teacher
 - Describing words of how you show up? Warm, present
- What were your labels/roles in elementary? Middle school? High school? Are they different or same?
 - Are any of these labels similar NOW vs THEN?
- Sinking into those labels, think about the students you currently have. Which ones are pressing on your buttons? Which ones are hard for you? Which ones do you like or connect to easily?
 - What labels/roles are you giving those kids?
 - Are we seeing their strengths or their challenges?

48

Contact Info

- Stacy G. York Nation, LCSW
 - stacy@gobeyou.org
 - <https://www.gobeyou.org>
 - <https://www.facebook.com/gobeyouniversity>
 - 6 hour, on-demand, online continuing education course for Educators: **Trauma-Informed Skills in the Classroom:** <https://www.gobeyou.org/offers/UomPOFEZ7>
 - 2.5 hour on-demand, online parenting course for Parents:
28 Skills in 28 Days: <https://www.gobeyou.org/offers/UWV2LorQ>
