
Welcome!

**We will begin shortly.
Please make sure your
microphone is muted.**

Working with Students Returning to School in the Era of COVID-19

Brought to you by ESD 105



meet Our Team



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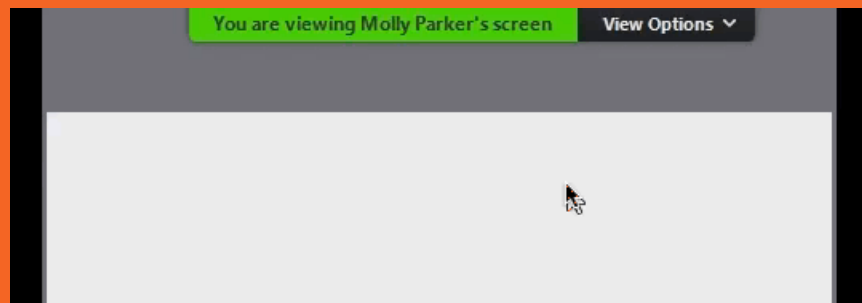
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CHECK IN!

HOW DO YOU FEEL?



I FEEL AWESOME!



I'M DOING WELL.



NOT GOOD, NOT BAD, I'M FINE.



I FEEL SAD.



I AM ANGRY!



I FEEL WORRIED OR ANXIOUS



I AM TIRED!

WHAT'S A STRENGTH
YOU USED THIS WEEK?



The Game Plan

What makes a safe supportive environment

Trauma vs. abuse

Warning signs - age appropriate, help seeking behaviors

Specifics on reporting on child abuse and neglect

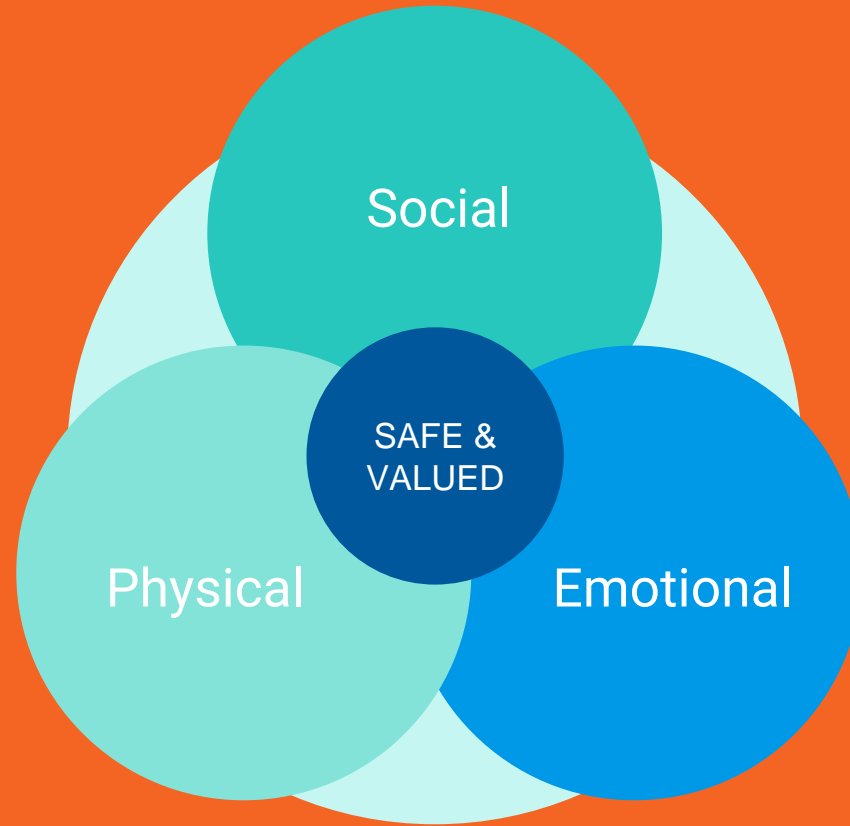
Specifics on referrals for basic needs and Mental Health

Universal Screeners

Dealing with loss/grief/death

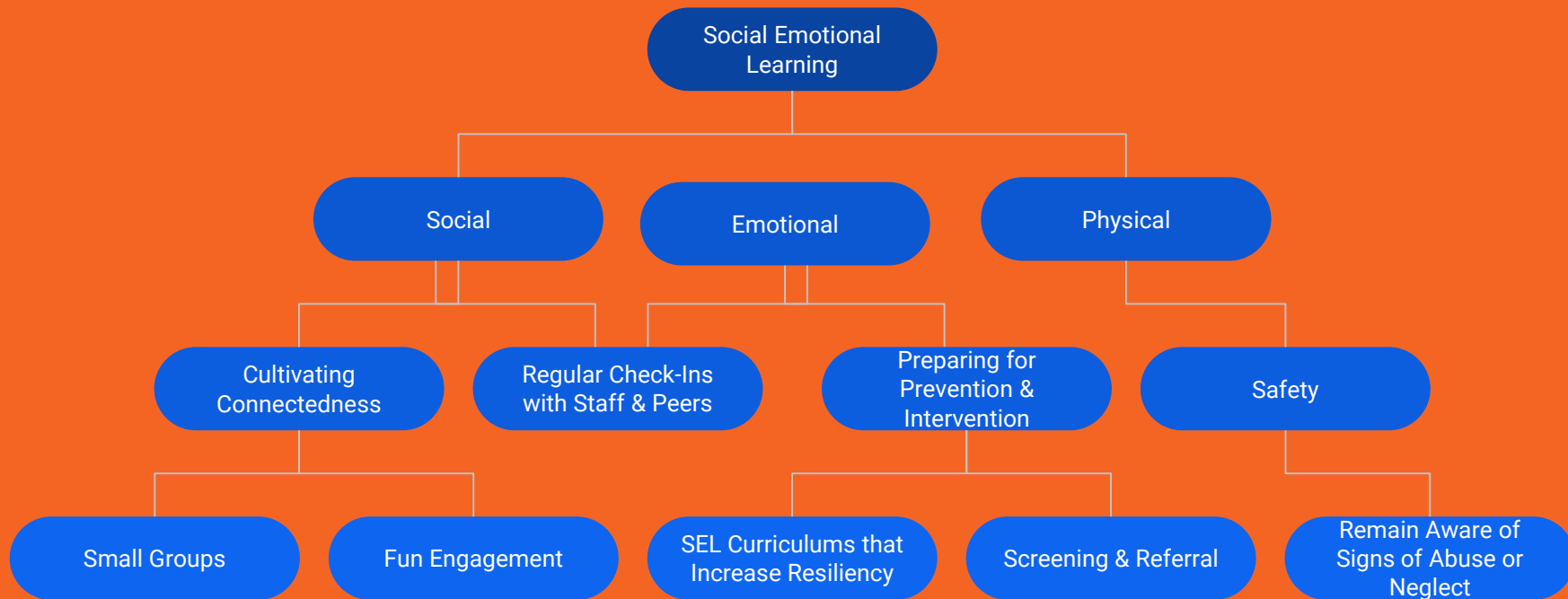
Resources

Questions & Answers



A Safe and Supportive Environment

Creating a Safe Space within Virtual Education



Your Safety Matters Too



Trauma and/or Abuse-What are
we looking at right now?
Unique times.

Trauma:

- Acute trauma: This results from a single stressful or dangerous event.
- Chronic trauma: This results from repeated and prolonged exposure to highly stressful events. Examples include cases of child abuse, bullying, or domestic violence.
- Complex trauma: This results from exposure to multiple traumatic events.

How it shows up: Physical symptoms can include headaches, body aches, stomach aches, disrupted sleep, eating difficulties, low energy. Emotional symptoms can include irritability and anger, hopelessness, difficulty concentrating, guilt, sadness, shame.

Abuse and neglect: Includes physical, sexual and emotional.
Most common is neglect.

How it shows up:

Internal behaviors:

sadness, “shut down”, tearful, avoidant.

External behaviors: emotional outbursts, aggressive behaviors, reactive, defiant.

Attention: hypervigilant, inability to focus, start and complete a task, high energy.

During COVID 19 and the quarantine consider these ways trauma might be experienced by children and caregivers.

Lack of predictability

Loss of connections

Immobility

Feeling less or feeling numb

Loss of safety

We can create safety through supportive relationships- “We feel before we know.”

Relational safety.

- Show interest in your students
- Model positive relationships
- Focus on trust and safety.
- Check your students’ social and emotional vital signs before starting a lesson
- Exaggerate your non-verbals (being online dampens non-verbal signals)
- Create space in your routine to check in regarding students’ interests and activities

Creating Predictability- builds trust, so that our brains can relax and be happy!

Predictability is a hallmark of trauma informed environments

- Kids don't respond well to surprises and can't think flexibly
- They need to know what is going to happen, why, when, and how
- Predictability is also a staff trait - students can predict how you will respond.



Warning Signs

Not all children and teens respond to stress the same way.

General Signs of Stress

**You Can Learn A Lot
Just By Observing!**



- Excessive crying or irritation in younger children.
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting).
- Excessive worry or sadness.
- Unhealthy eating or sleeping habits.
- Irritability and “acting out” behaviors in teens.
- Poor school performance or avoiding school.
- Difficulties with attention and concentration.
- Avoidance of activities enjoyed in the past.
- Unexplained headaches or body pain.
- Use of alcohol, tobacco, or other drugs.

For 3 to 6 year olds

Preschool and kindergarten children may return to behaviors they have outgrown.

- toileting accidents, bed-wetting,
- being frightened about being separated from their parents/caregivers.
- tantrums
- hard time sleeping.



For 7 to 10 year olds

Older children may feel

- Sad
- Angry
- Afraid that the event will happen again.

Peers may share false information

They may have trouble concentrating.

They may focus on details of the event and want to talk about it all the time or not want to talk about it at all.



____ **FRUSTRATION**

While it's normal for students to feel sad during this time, However, students may benefit from extra support if they have:



MOOD CHANGES constant irritability, hopelessness, rage. frequent conflicts with friends or family

DISINTEREST Lack of interest in activities previously enjoyed.

SLEEP a hard time falling or staying asleep, or starting to sleep all the time.

DIET changes in weight or eating patterns, such as never being hungry or eating all the time.

FOCUS problems with memory, thinking, or concentration and focus.

APPEARANCE- basic hygiene habits

RISKY or RECKLESS behaviors



Go to: <https://www.dcyf.wa.gov/>

Click publications and search for 22-163

Purpose of reporting law

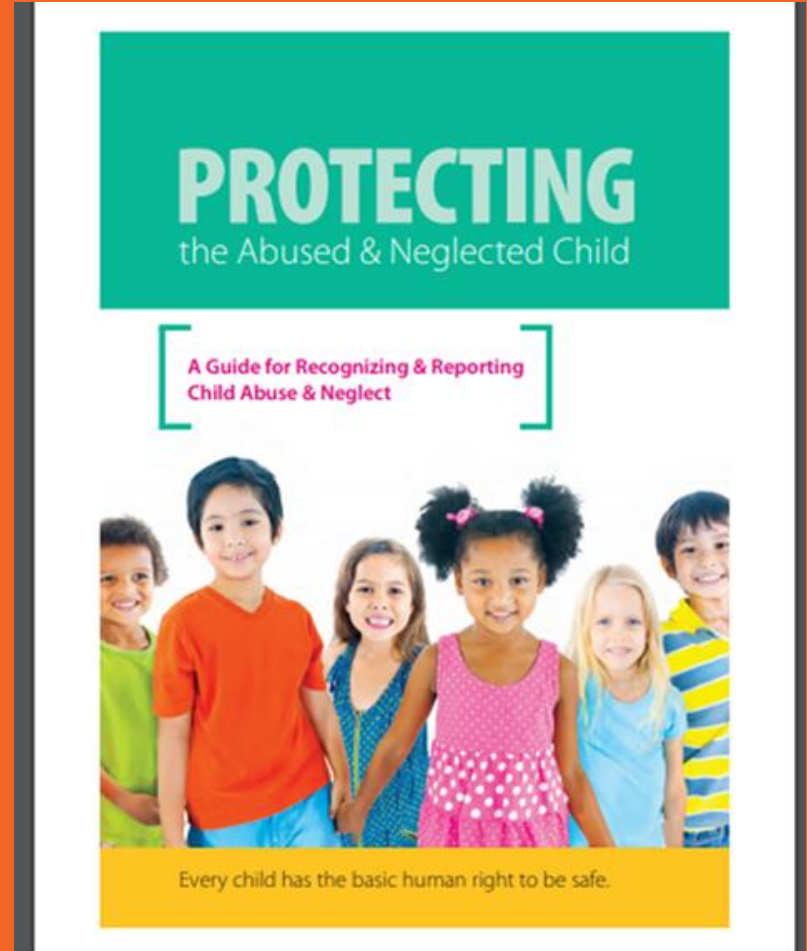
- ***Number to call***
- ***1-866-END HARM***
- ***1-866-363-4276***

Negligence and Abuse

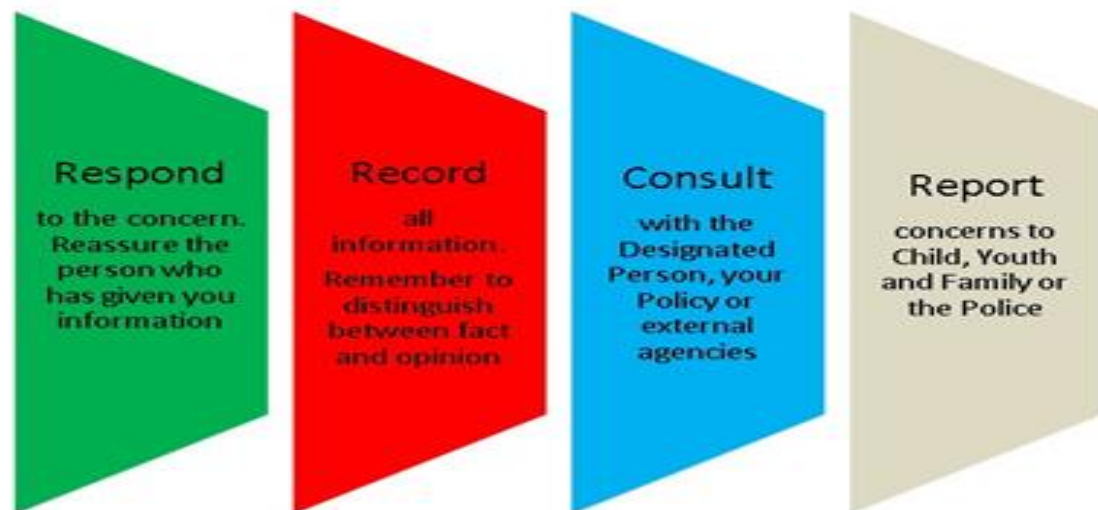
Newborn Safety Act, and reporting

How to respond to the child

The CPS response



What do say?
What information do you have?
When do you report?

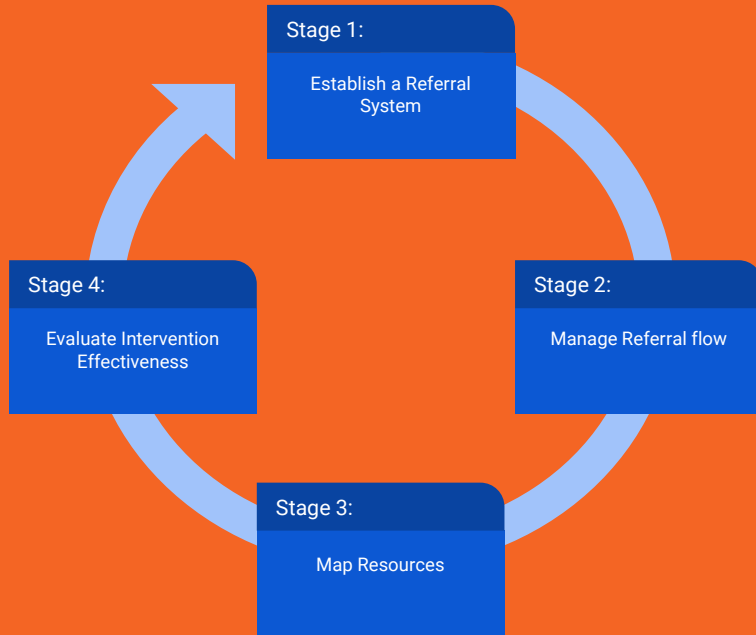


How to report

1. What's your district/building protocol?
2. Where is the form/how do you access?
3. What are the referral steps?
4. How do you refer to the student support team?



Referrals for Basic Needs



General guidelines for helping students

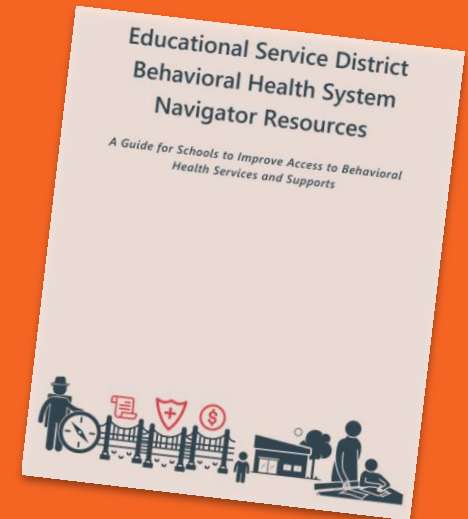
- Express empathy
 - Set limits
 - Offer options
 - Know your resources
-

Mental Health Referrals

- It is time to refer a student when they are consuming more of your time, energy and/or resources than you are capable of giving OR when it is clear that they have issues that may require a specific expertise.

How to Refer

- Do the leg work
- Speak about your concerns
- Listen, listen, listen
- Emphasize confidentiality
- Follow-up



Universal Screeners

“Universal Screening is the systemic assessment of all children within a given class, grade, school building, or school district, on academic and/or social emotional indicators that the school personnel and community have agreed are important.”

- Ikeda, Neessen, & Witt, 2009



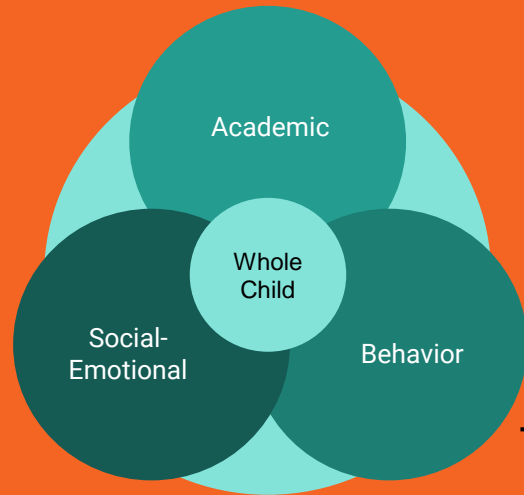
Universal Screeners

Universal screening to identify students at-risk for developing behavior problems offer several advantages

1. Cost-efficient
2. Proactive
3. Reach students who typically “fly under the radar”
4. Objective

Screening measures can also ask students about:

1. Indicators of wellbeing and positive mental health
 2. Life satisfaction
 3. School belonging
 4. Social determinants of mental health
 5. Adverse early life experiences
-



Dealing with Grief and Loss- defining grief and loss during a global pandemic

Well, maybe the first thing is, you observe and listen! Understand where kids are developmentally—age is not the only barometer. Listen first. Answer simply and truthfully. Don't assume they don't understand things, either at an emotional or intellectual level. The 6- month old whose routine has been changed, may be a little fussier. That's their way of responding to change.

Grief is the natural reaction to loss. Grief is both a universal and a personal experience. Grief is intense feelings of deep sorrow and distress.

Grieving is a highly individual experience; there's no right or wrong way to grieve. How you grieve depends on many factors, including your personality and coping style, your life experience, your faith, and how significant the loss was to you.

Inevitably, the grieving process takes time.

Denial, anger, bargaining, depression, acceptance-at any time, in any order , for as long as it take.

Listen. Reflect back. Validate. Offer Compassion.

"I don't know what to say, but I'm so glad you told me."

A free floating sense of unease,
sadness.

Ambiguous loss: things that we
were attached to and fond of are
gone right now, so the loss is
ambiguous but very real.

Accept that life is different right
now.

Don't fight the reality but give
yourself space to do more that is
constructive .

Expect less from yourself.

“Both -and” thinking- this is
recognizing the situation is
pathological, not the person.

Look for new and old activities

Focus on relationships- help others.

“What we used to have was taken from us.”

Building a resilience bank account with creative self care.

This works for children and grown-ups.

Sleep

Nutrition

Exercise

Meditation

Self-compassion

Gratitude

Saying no.

Summary
Questions and Answers
Evaluation