



Managing Stress at Home and Beyond

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Monique Leopold, Ed.S., NCSP
School Psychologist

Jennifer McLaurin, LCSW-C, LICSW
School Social Worker

Norms



Assume positive intent



Acknowledge multiple perspectives



Demonstrate passion for issues, understanding for people



Accept lack of closure



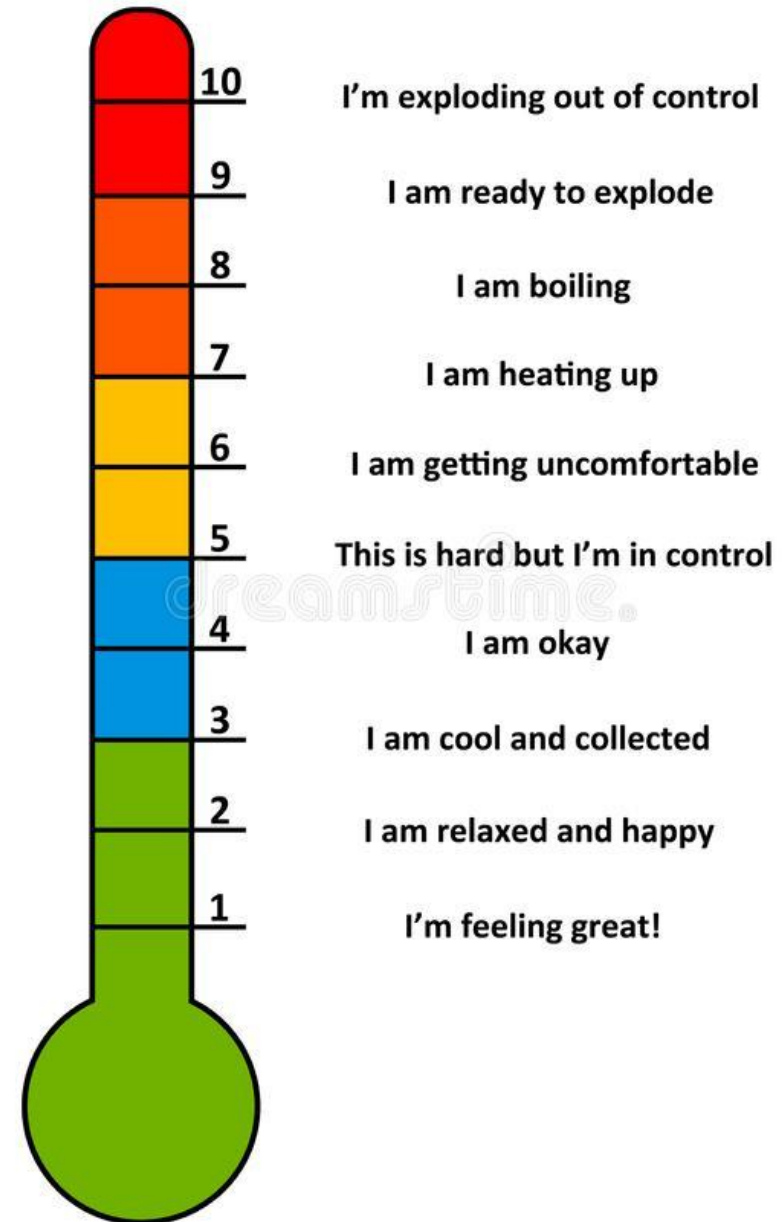
Be present



Q&A Session to take place at end of presentation

Check-In

Feelings thermometer





What is Stress?

- "A physiological and emotional response to stimuli (stressors) that place physical or psychological demands on an individual."
- Responses to stress can be:
 - Discomfort
 - Anxiety
 - Feelings of being overwhelmed
 - Physical effects
 - Withdrawal



Consequences of Stress

Types of Stress

The amount of stress we experience, in combination with the supports we have available to help us cope, determine how that stress might affect our brains and bodies (National Scientific Council on the Developing Child, 2014).

- **Positive Stress** is characterized by a mild stress response, including brief increases in heart rate and mild elevations in stress hormone levels. This type of stress alerts and prepares us – it can benefit us in situations where we need to be focused and energized. This type of stress actually builds healthy response systems to cope with future stress.
- **Tolerable Stress** is characterized by a more serious but temporary physical stress response, consistently buffered by supportive relationships. These experiences would have the potential to negatively affect development, but with support from trusting relationships, they do not have long-term impact on the brain and body.
- **Toxic Stress** is characterized by an intense, frequent, or chronic activation of the stress response system, in the absence of protective relationships. It is this type of stress that can change the way a child's brain and body develops.

For all children, positive relationships and environments buffer the effects of stress and catalyze healthy development.

Stress Management

Brain Science

- During this time of stress, it is harder to regulate our emotions
- Irrational behavior is displayed
- Attention span decreases
- Ability to creatively think or store memories is impacted



The Learning Centers of the Brain

Prefrontal Cortex

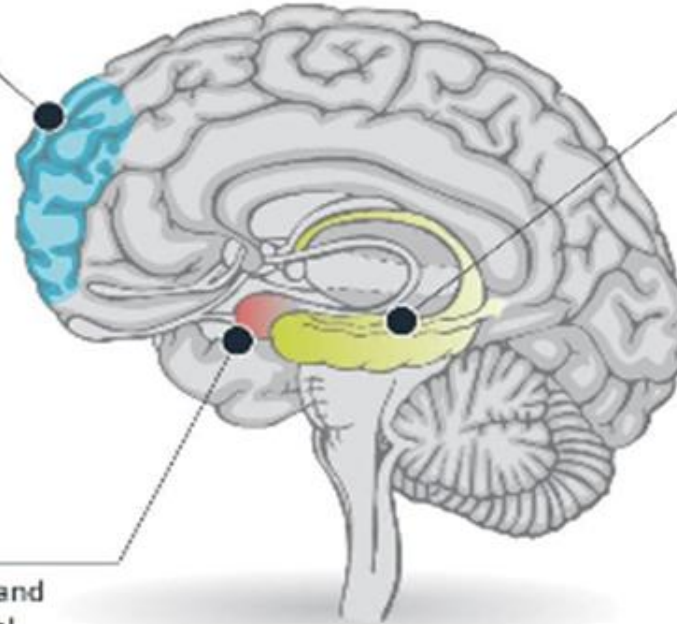
Regulates thoughts, emotions, behavior

Hippocampus

Stores learning and memory

Amygdala

Reacts to stress and emotional arousal



STRESS-ed Out

Prefrontal Cortex

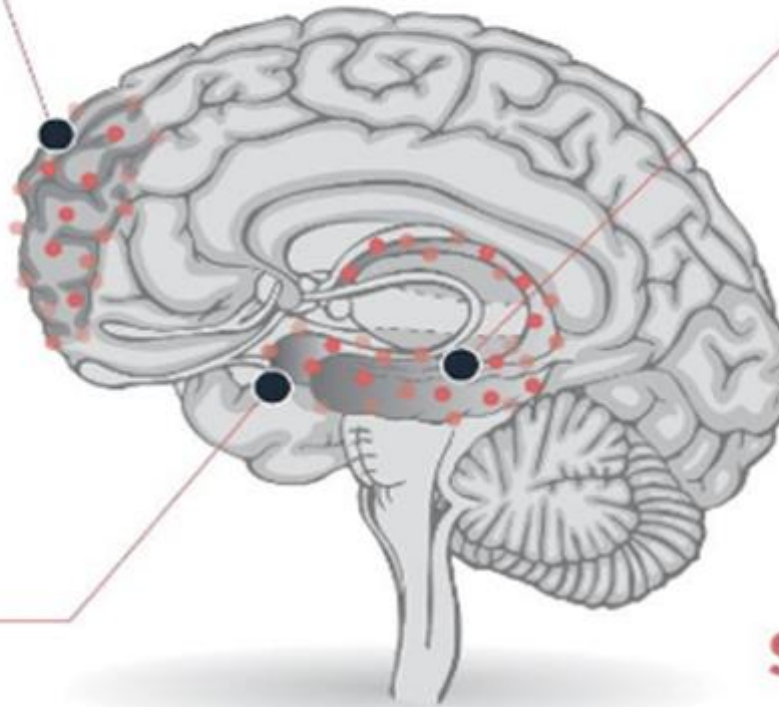
Structural changes including fewer and altered connections

Functional challenges including difficulty regulating thoughts, emotions, behavior

Amygdala

Structural changes including altered connections and volume

Functional changes including a hyperreactive stress response



Hippocampus

Structural changes including fewer connections, fewer new neurons created, and smaller volume

Functional changes including difficulty with memory, contextualizing new situations and information, and storing new learning


**Stress Hormone
Cortisol**

What is Trauma?

Trauma (or post-traumatic stress) is the emotional “shock” after a life-threatening or violent event.

Anything that makes our body panic and go into a fight/ flight/freeze response can leave us traumatized.

The effects may be immediate or take time to surface, and can be felt for the rest of our lives.



From a Trauma Sensitive Lens...



Connection is required to navigate through trauma. In-person connection helps us cope with traumatic experiences.

Children who have experienced trauma may demonstrate responses including “hypervigilance, defiance, and a compromised ability to regulate behavior” (Cantor, Osher, Berg, Steyer, & Rose, 2018, p. 19).

Trauma First Aid

Awareness

- Being aware of your emotions is the first step

Connection

- In person connection helps us cope with traumatic experiences

Self Kindness

- Be kind to yourself and accept the emotions and feelings that you are having

Acceptance

- Accept your “new normal”

What Can I Control?



Recommended Duration for Learning at Home By Grade Level

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Stress Management Strategies

Strategies

- Awareness Wheel
- Physical Activity: Boost feel good endorphins!
- Healthy Distractions: Find little joys, virtual concerts!
- Practice Mindfulness: Apps for you and your children!
 - Calm
 - Headspace
 - Breathe, Think, Do Sesame
 - DreamyKid



diagram by the coaching experience, 2016

Stress Relieving Strategies



Make sure you are getting enough sleep.



Stop working at a reasonable time and remember breaks are ok!



Try to eat as healthy as you can.



Limit exposure to news and social media.

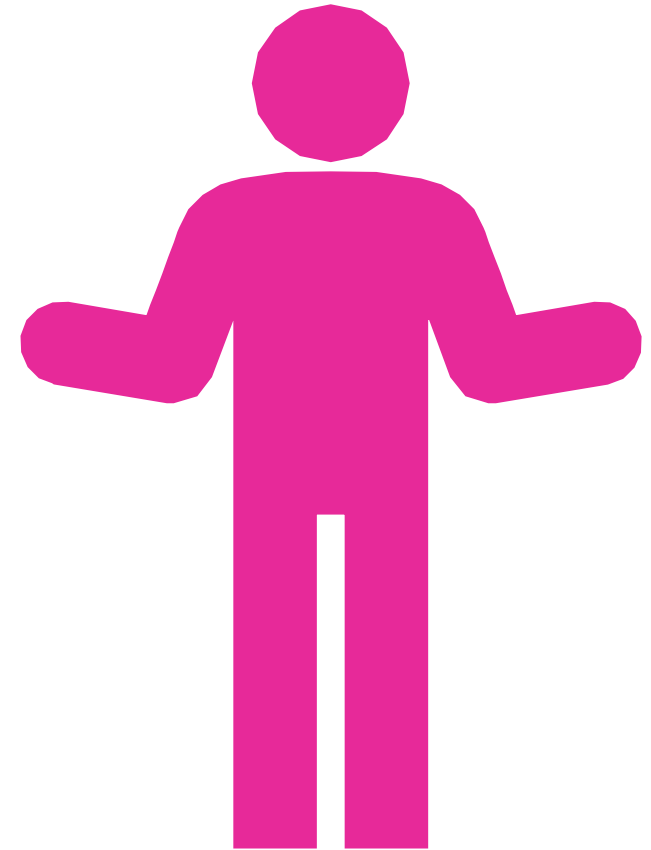


Be kind to yourself and others around you.

What Could Stress Look Like in Your Child?

No one child or parent responds to stress in the same way. Some children may display stress by:

- Returning to behaviors they have outgrown
- Avoidance in activities they enjoyed in the past
- Difficulty with concentration and attention
- Excessive sadness, crying, or irritation





Ways to support your student

Try to keep up with regular routines.

If you can only get through some of the students' lesson, that is OK!

Try to answer any questions they may have about COVID-19 in a way they can understand.

Seek help from a therapist or licensed professional.

Reach out to your Student Support Team!



Questions and Answers
