

Dr. Michele Borba

Healing Trauma with Empathy and Teaching Resilience to Move Forward.

Webinar Notes

July 9, 2020

4 Critical Factors involved in teaching resilience (the 4 C's)

1. Connections/Connectors

- a. Join with others to learn more about responding to trauma and teaching resilience.
 - i. Ex. Read a book on trauma or resilience with a group of other educators or parents.
- b. Increase our own empathy to better understand where kids are coming from.
- c. 4 P's – these are the kids you want to pay attention to when dealing with trauma:
 - i. Proximity of trauma
 - How personally affected was the child?
 - Examples: Those close to 9/11; those with a family member who had COVID or died; those with financial difficulties after COVID
 - ii. Pre-existing problems
 - Kids that already had concerns, had suffered previous abuse, trauma
 - iii. Protective factors
 - Kids with positive coping skills, strong, healthy relationships, etc. deal with trauma/stress better; watch kids without these
 - iv. Personal champion
 - Could be a parent, teacher, etc. (anyone who is connected to a child, cares about them, and will be their advocate/champion, help them deal with stress); kids without these need a champion. Be their champion.

2. Caring

- a. What are you going to do to reach out and help kids who need it?
- b. How can you connect with kids?
 - i. Need to establish routine ways to connect with kids even in atypical situations such as remote learning.
 1. Ex. First 5 minutes of zoom class – ask how they're doing
 2. Find what works for you and them
 - ii. Routines and rituals are what kids want/need the most.
 1. Ex. Good night book read on Facebook, regularly sharing poetry.

3. Coping

- a. The kids that bounce back the easiest are those that have learned how to "cope."
- b. Teaching coping strategies is not a one-time thing, it must be ongoing.

- c. Provide lessons about coping strategies in short nuggets.
- d. Provide a wide variety of different coping strategies so kids can find what works well for them – and do it repeatedly.
 - i. Examples include:
 1. Mindfulness
 2. Meditation
 3. Deep breathing...Inhale/hold/exhale (twice as long as inhale)
 4. Positive affirmations (you've got this)
 5. Stop signs to indicate stress level and need for a time out
 6. Poker chips for the same
 7. Calm down corner, calm down chair, or calming box
 8. Mood room
 9. Music
 10. Any other strategies kids find helpful
 - ii. These can all be incorporated at home or at school.

4. Cheerfulness

- a. Hope and optimism
 - i. One of the most critical elements that kids bounce back from adversity
 - ii. These are TEACHABLE
 - b. Problem-solving/brainstorming
 - i. Helps increase optimism when taught and modeled
 - ii. Pocket problem-solving
 1. Teach kids to problem solve using their hand
 - a. Thumb – What is the problem?
 - b. 3 middle fingers – what are 3 ways you can solve it or deal with it?
 - c. Pinky – what is the one you're going to use?
- c. Chunk fear
 - i. Break down fear into manageable bits
 1. Hint 1 – do the hardest thing first
 2. Hint 2 – help them feel safe
 - ii. Example: Don't feel safe outside
 1. Step 1: open window
 2. Step 2: open door
 3. Step 3: step outside door
 4. Step 4: walk to mailbox
 5. Step 5: walk around block
- d. Share good news
 - i. Start each day with good news!
 1. At home – wake up, share something positive
 2. At school – start class with sharing good things
 3. Virtual school – spend first five minutes of online call/class sharing good news