



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Parents and Compassion

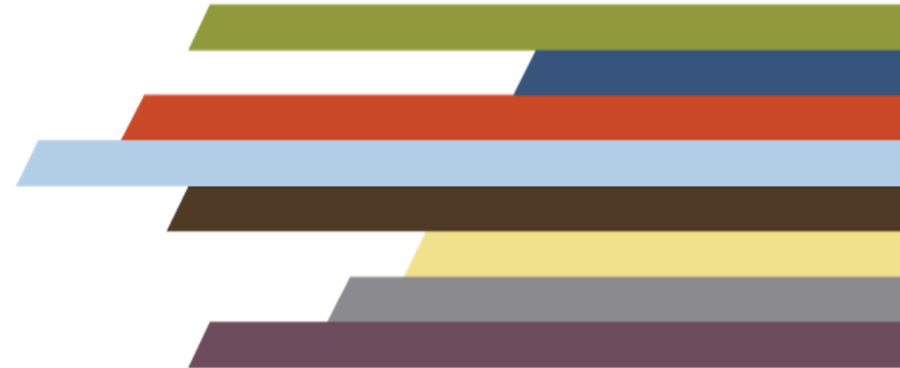
Suzan Mullane, MS. Ed.

CEI Research Associate and Trustee

Presentation Date/Time:

May 23, 2019

7:00 pm - 8:15 pm

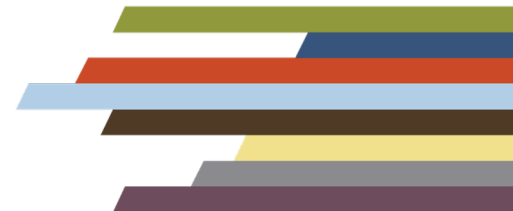


Opening

Thank you for attending the Parents and Compassion webinar on May 23, 2019. Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services.

We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs. Your feedback counts! We are required to get an 80% follow-up rate to have continued funding to provide training and services.

Please note that we are currently required to use surveys that refer to “substance abuse treatment” and the “ATTC Network.” When you see those terms, substitute “mental health treatment” and “MHTTC Network.”



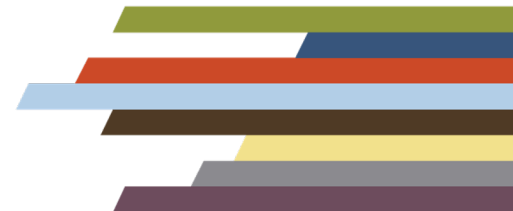
Post-Event Survey Information

Follow the link below to evaluate this webinar at the close of today's event:

Post-Event Survey URL:

<https://ttc-gpra.org/P?s=664401>

Attendees providing their email address will receive this information via a follow-up email at the close of this event.



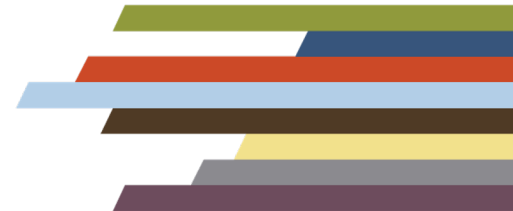
Objectives

Participants will learn about:

- Intergenerational trauma and helping families heal from trauma
- How to explain trauma to parents and extended families
- Strategies for positive interactions with parents who struggle with their own trauma, dysfunctionalities, and crises
- Heart Centered Listening and Trauma Sensitive Parenting



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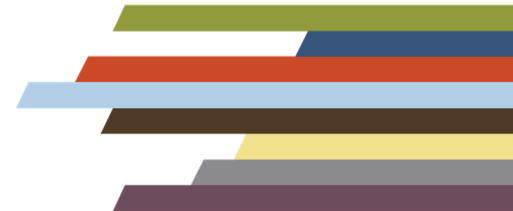


The Avalanche Metaphor for the Opioid Crisis in WV: A Systems Perspective on Trauma

- Intoxication and Addiction
- Incarceration
- Lack of School Attendance
- Overloaded Foster Homes
- Lack of Transportation
- Limited Childcare
- Homelessness
- Misinformation/Fear
- Rescuing and or Denial
- Siblings Raising Siblings



Photo Copyright: © 2019 Morgan Timms/The Taos News

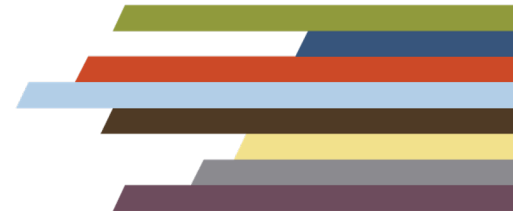


Intergenerational Trauma

- Schools are often the catalyst to family healing
- Parents/families who suffer from addiction feel shame
- Invite guardians to take the ACES Test (Adverse Childhood Experiences Study), if they disclose generational trauma



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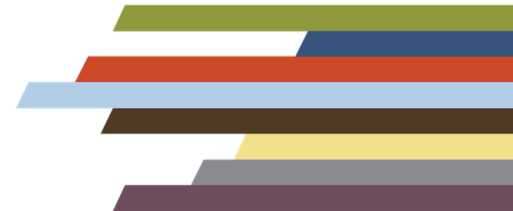


Intergenerational Trauma

- Share with parents videos from the Center on the Developing Child at Harvard University
- Fear releases stress hormones: Predictability and structure provide calm so relationships can flourish
- Foster care providers and grandparents need support



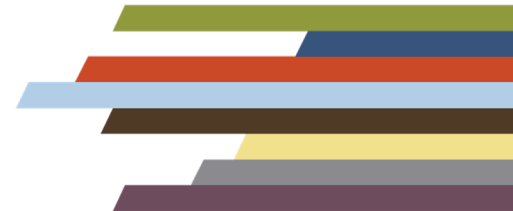
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Polling Question

My greatest concern with building a Trauma Sensitive Parenting Program at my school is...

- a. Staff “buy in”
- b. Likelihood of parent/guardian participation
- c. Availability of reliable staff to manage the program
- d. All of the above
- e. Other

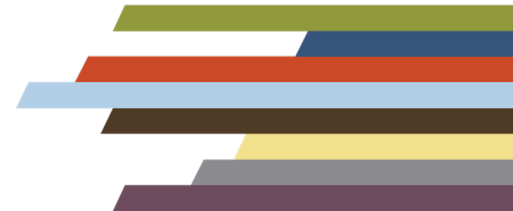


Heart Centered Listening and Other Strategies for Families in Trauma

- **Prepare Meeting Setting:** i.e. A vase of flowers, a box of tissue, herbal tea, etc. helps to promote safety and emotional regulation
- **Engage Parents:** Solicit parent concerns prior to meeting to facilitate conversation and engage parents



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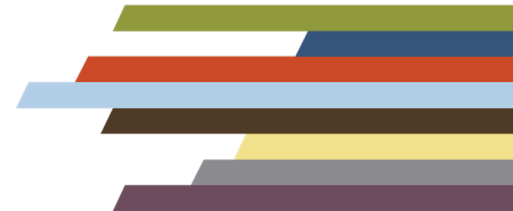


Parent Meetings from Reactive to Receptive

- **Use “OARS” Method for parents and students who are suffering or angry**
 - **Open Questions**
 - **Affirmation** - i.e. say something positive, first
 - **Reflective Listening** - i.e. “I hear you saying...”
 - **Summary Reflection**



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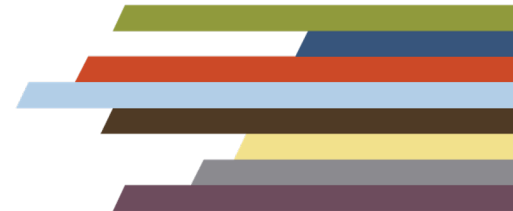
Parent Meetings from Reactive to Receptive

- **When Schools Suspect Addiction (Report)**

- Explore exceptions to emotional dysregulation in the family - i.e. “When as a family do you feel less stress?”
- Provide a list of wrap-around services available (e.g. WIC, Mental Health/CHIP, Detox Centers, Abuse Shelters)
- **Free online support for addiction treatment:**
<https://www.hazeldenbettyford.org/recovery/tools/daily-pledge>



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What Trauma Looks Like in the Brain

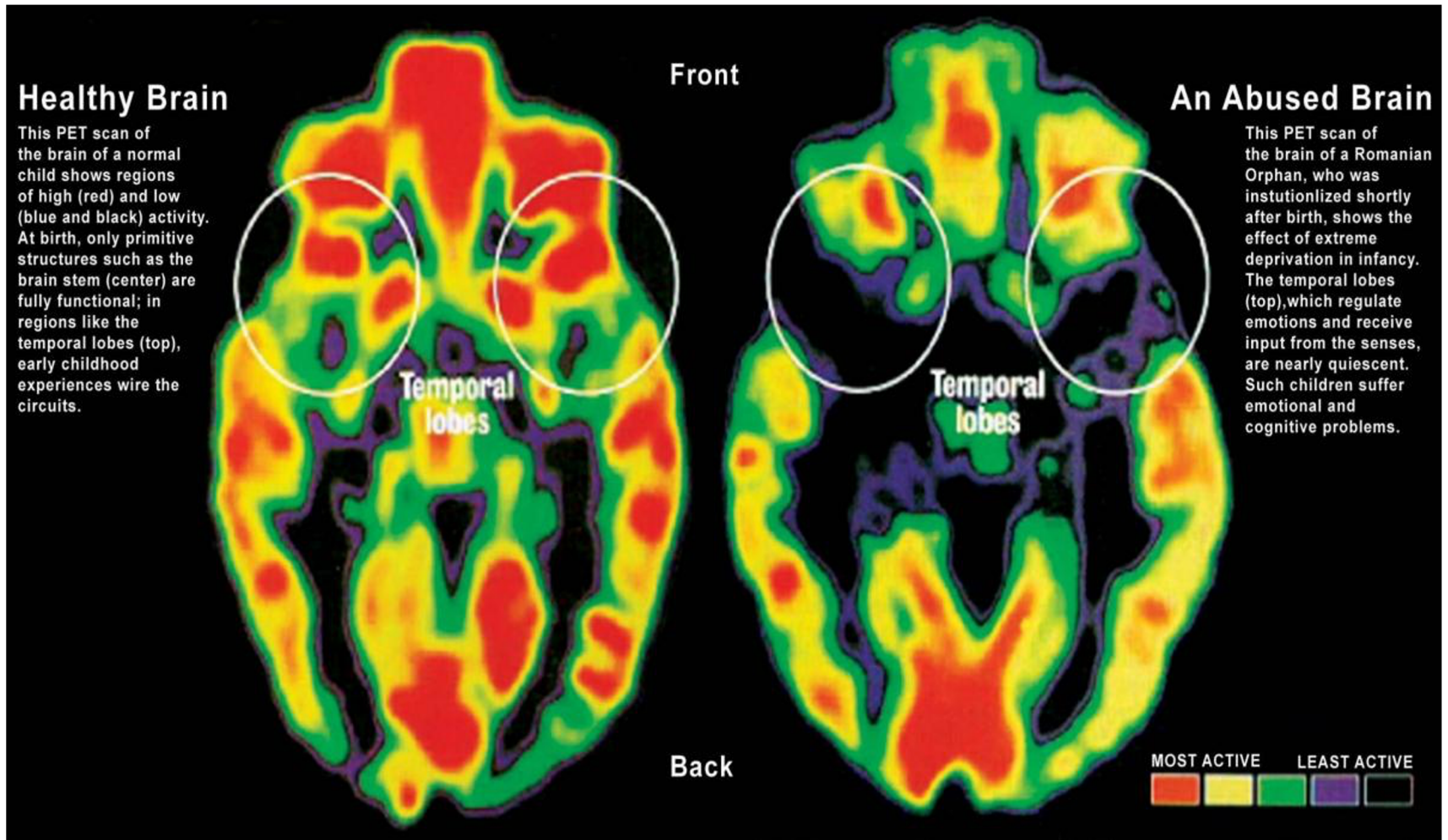
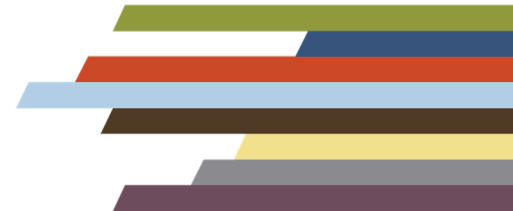


Photo copyright: © 2018 The President and Fellows of Harvard College

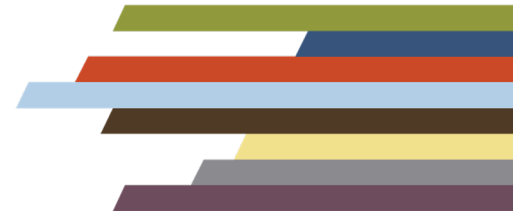


Presenting a Hand Model of the Brain

Dr. Daniel Siegal



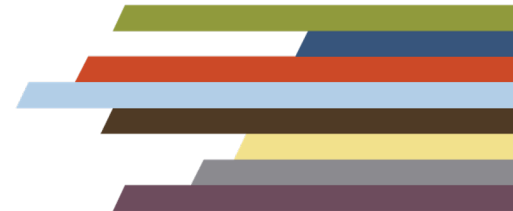
Video Credit: Special thanks to Peter Hanson Conflict Resolution, 2015



Trauma and Solutions for Parent Communication

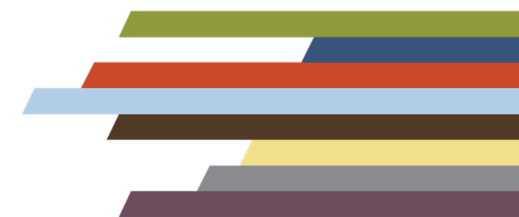


Photo credit: <https://www.waldorfresearchinstitute.org/second-brain-found-heart-neurons-trust-gut-feelings/>

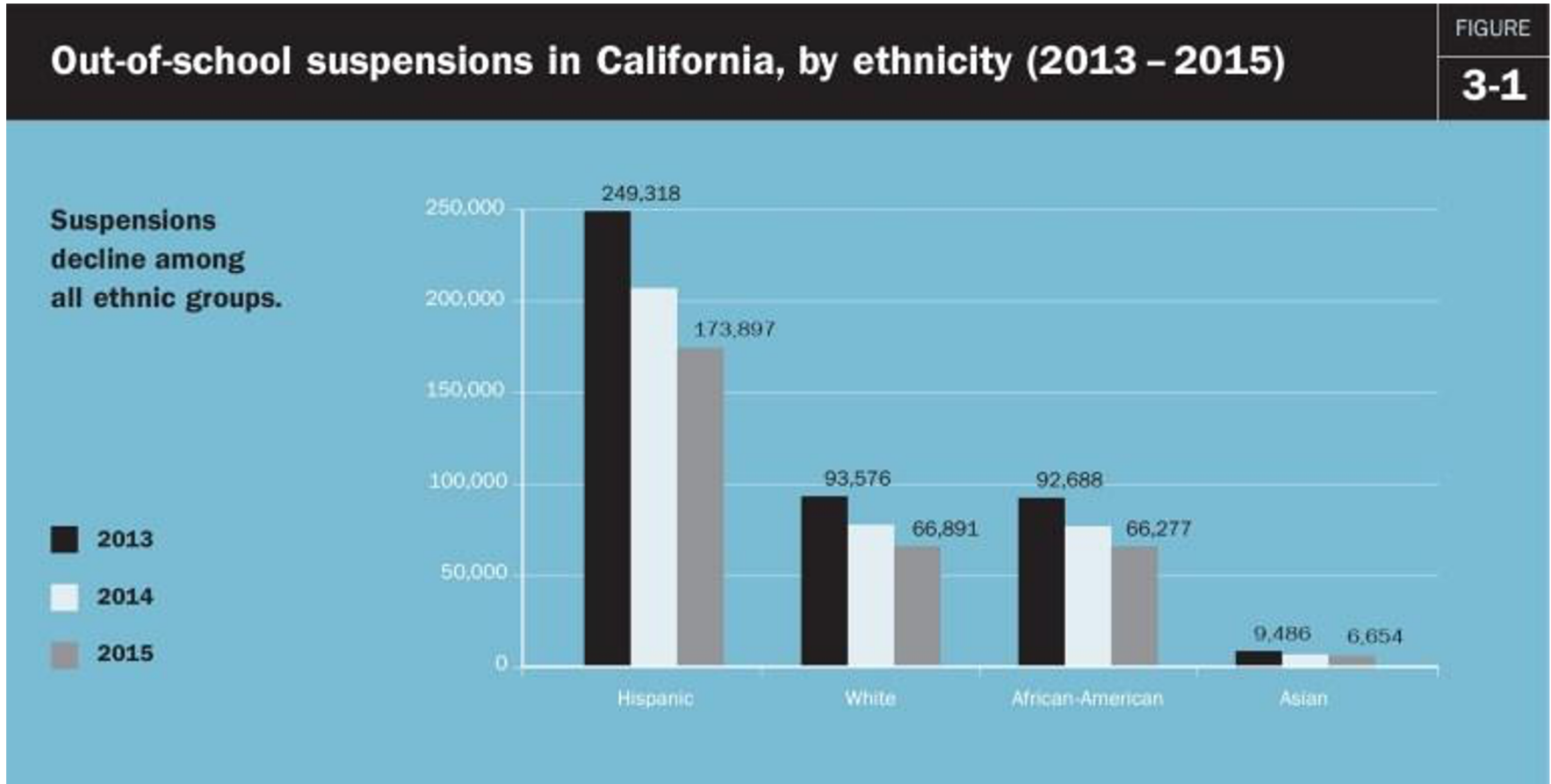


Parents who suffer from addiction and isolation are often fearful... and so are their children

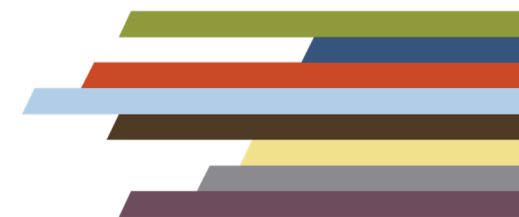
Characteristic	Ways to Support
Rescue by blaming others	Document behaviors in specific terms. Contact parents when you have good news
Unwilling to come to school	Suggest a home visit or provide a cab; Suggest to bring a support person
Harsh punishment at home	Invite parent to visit; build relationship (provide handouts); If you call home, call with positives as often as possible
Implied racial bias at school	Use normative language; let parent(s) know that all students are treated with equity; Invite parent to your classroom/school
An Attitude of: “You deal with her, I do not know what to do!”	See if a mentor is available; When appropriate, refer to grief groups



Suspensions: The Need for More Equity

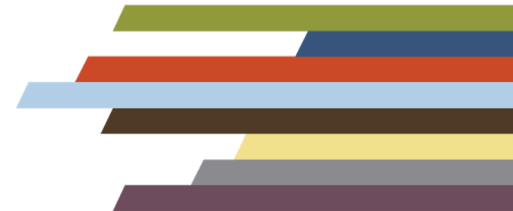


Source: Brookings Institution, 2017



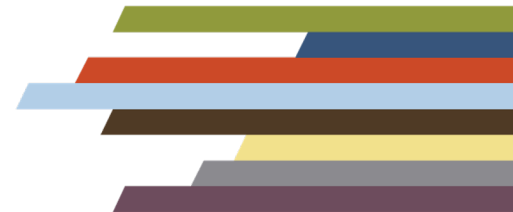
Suspensions: The Need for More Equity

- Parents who have experienced oppression might be defensive
- List two things you like about their child
- Heart Centered Listening (OARS Method)
- Use Normative Equity Language
- Work collaboratively towards solutions
- Offer wrap-around services sheet
- As a school, explore Restorative Justice



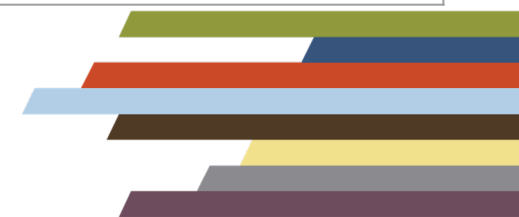
Children who Experience Trauma in Addictive Homes May Cover for Their Parents-Offer Security at School

Characteristic	Ways to Support
Student is often absent but are evasive on why	Build relationship of trust and let them know they're missed when they are not at school. Ask if they've moved (family could be homeless).
Clothes might be dirty and they're embarrassed	Create a clothes pantry at school and invest in a washer and dryer.
Sleeping in class and missed assignments but they're evasive on why	Build trust through relationship and allow a catnap-perhaps with an agreement on completed work during their lunch break. Sleep issues might be due to hunger.



Children who Experience Trauma in Addictive Homes With Very Limited Support-Offer Security at School

Characteristic	Ways to Support
Parent is incarcerated-peers gossip and bully student. Students makes multiple trips to nurses office with somatic complaints. Child moves from place-to-place.	Set boundaries, model compassion, and describe how to be supportive. Discuss addiction in appropriate developmental terms. Use normative language to promote equity and compassion. Role-plays and service learning projects to instill empathy.
Student relieves stress by cutting, acting like the class clown or displays anger.	Seek assistance with nurse, counselor and refer to mental health with parent support. Journal writing, mindfulness and yoga helps with emotional regulation. Use peace corners or calming corners. Provide snacks through food pantry.

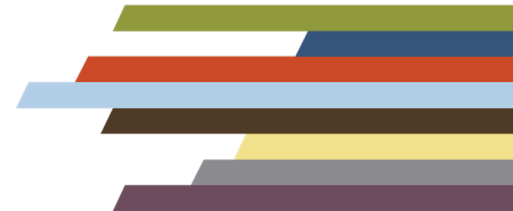


Building Adult Capabilities to Improve Child Outcomes: A Theory of Change



Link: http://www.youtube.com/watch?v=urU-a_FsS5Y

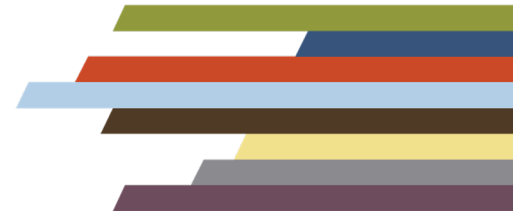
Video Credit: Special thanks to
[Center on the Developing Child at Harvard University](#), 2013



Polling Question

My school offers or partners
with another agency for
parenting classes...

Yes or No



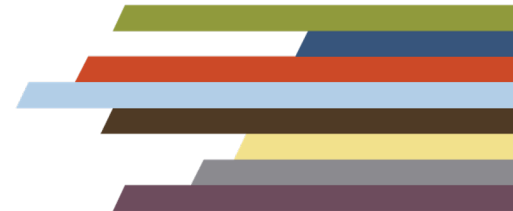
Use Business Partners, University Graduate Students and Non-Profits for Mentoring Single Parents and Grief Groups



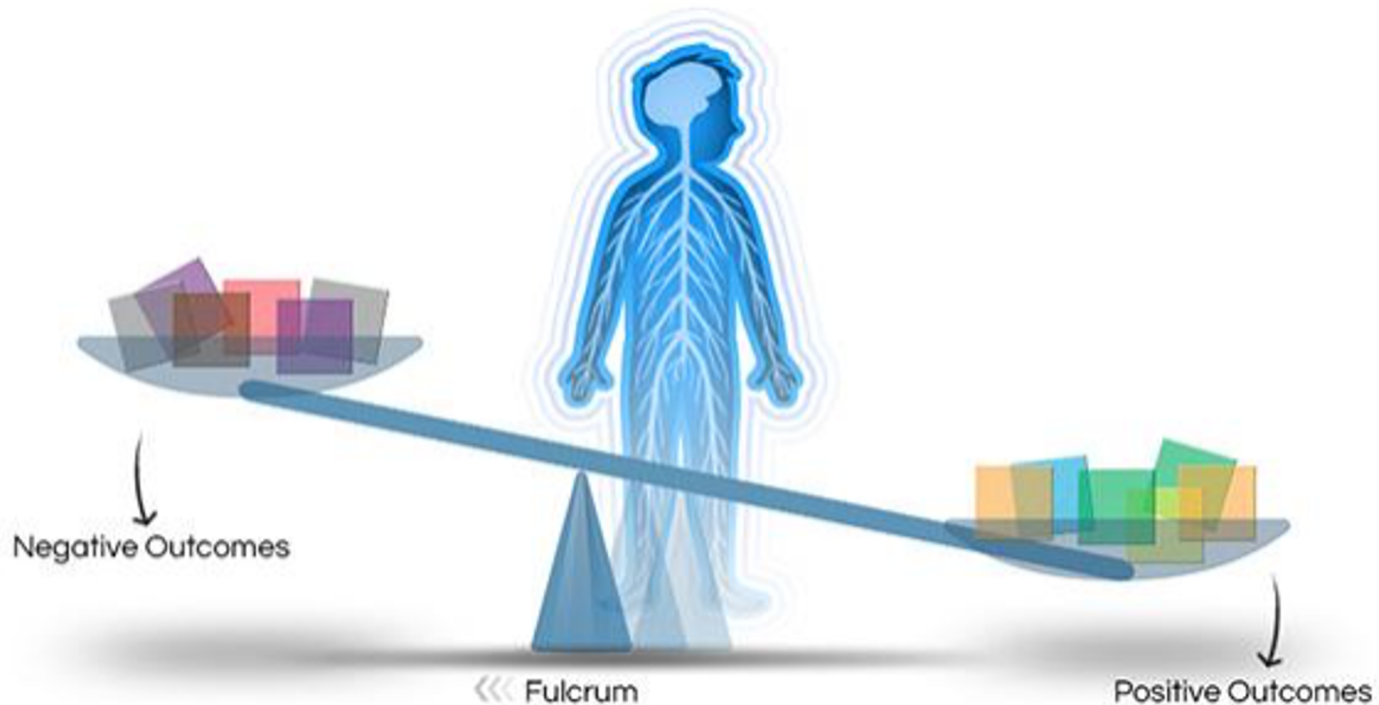
Save the Children®

Business partners may do more than provide money. Seek mentoring opportunities for guardians for trauma support from nonprofits; potential mentors may need training. A resource in Massachusetts is a toll-free help number for substance abuse: 1-800-327-5050.

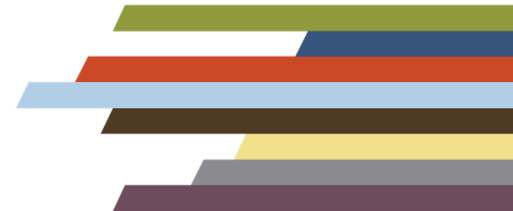
Photo credit: Save the Children, n.d.



One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other.



Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of factors is stacked on the negative outcome side. Measure success by attendance, EF Skills.



Addiction from Child's Perspective

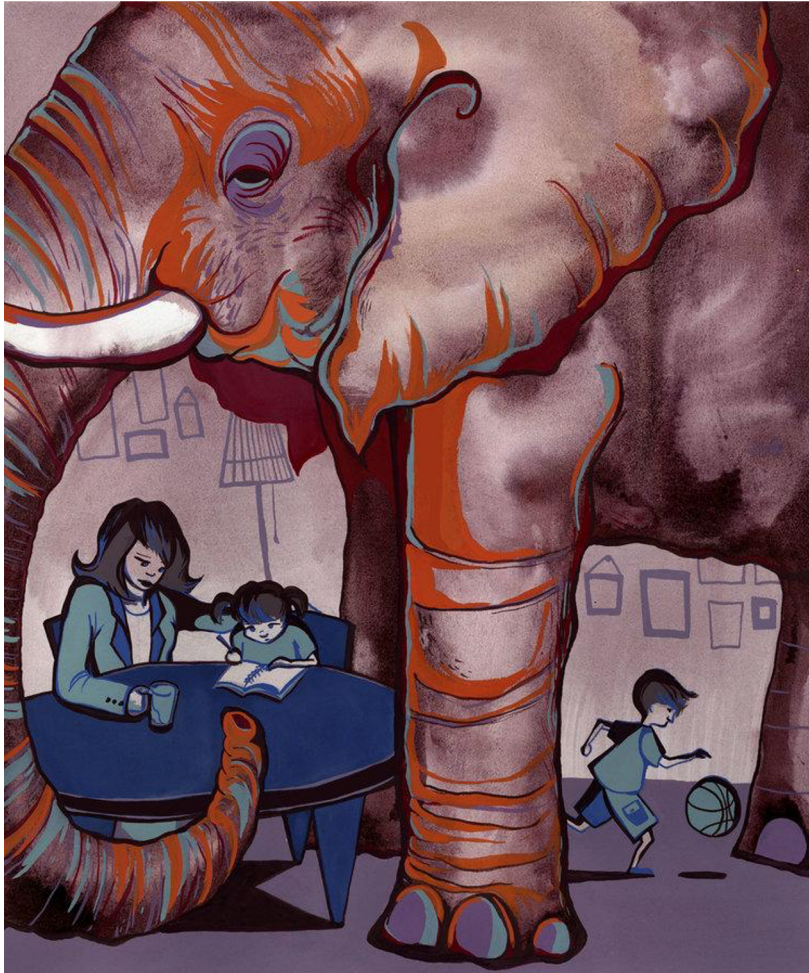
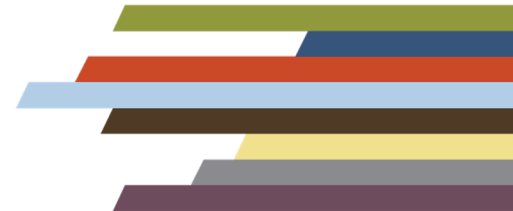


Photo credit Caitlin NG Illustrations, 2019

Cincinnati Hospital is exploring higher youth suicide rates in children from addicted families. Consider “IS the PATH WARM” acronym for suicide at-risk assessment.

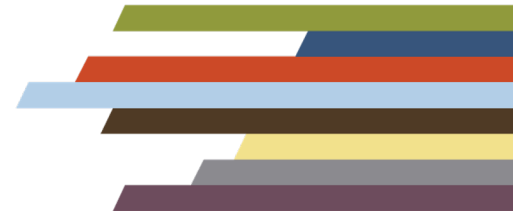
Resource Document:

https://afsp.org/wp-content/uploads/2016/01/Model-Policy_FINAL.pdf



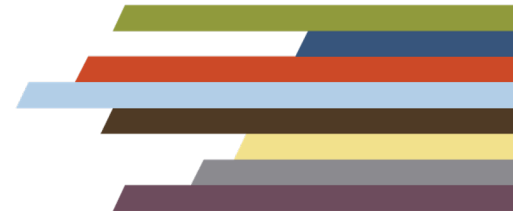
Parental Predictability and Structure Soothe Trauma in Children and Youth

- Plan family meals
- Ensure homework requires little parent support
- Plan one home activity per day
- Limit screen time
- Encourage supportive friends
- Encourage participation - e.g. church, youth organizations, etc.
- Introduce yoga and mindfulness
- Create a non-verbal sign when stress occurs
- Respect boundaries
- Remind parents to keep all medications in a locked area/compartment
- Refer to/offer counseling, when needed
- Emphasize structure and predictability
- Look for signs of grief



Scaffolding to Promote Memory and Attention

Problem	Interventions
My Pre/K parents are too reactive to their children's emotional needs.	Do triage at the door with puppets — model for parents.
Teachers have a hard time calming themselves.	Buddy to Buddy Support; Deep Breathing; Staff Wellness Program
I'd like to promote more collaborative learning, but my students can't work in groups.	Practice normative language; Role-Play; Velcro Strips on Desks; Wiggle Chairs
My students have so many problems that they can't focus.	Scaffold assignments, for a time, to build fluency; gradually add more rigor



Healing Trauma for Staff, Students and Families after Emergencies



Photo Credit: Fotolia, 2017 (Royalty-Free)

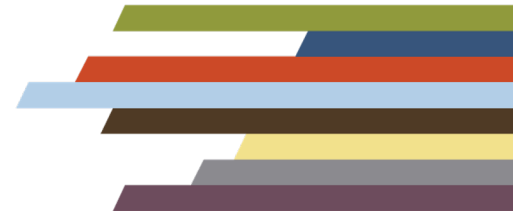
Resource Documents:

Mental Health Technology Transfer Center Network

<https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/after-school-tragedyreadiness-response-recovery-resources>

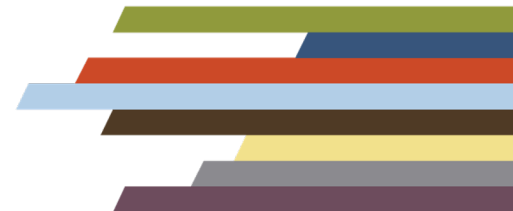
Centers for Disease Control and Prevention:

<https://www.cdc.gov/features/coping-after-disaster/index.html>



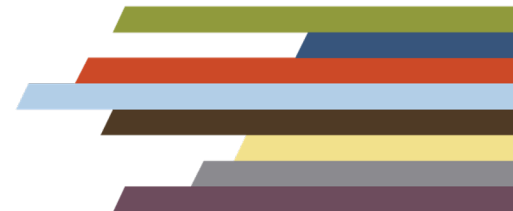
Summary

- Help parents and guardians feel heard (active listening)
- Contact parent with good news before suggesting interventions
- Model warm interactions (brains heal through relationships)
- Structure and predictability calm the brain at home and school



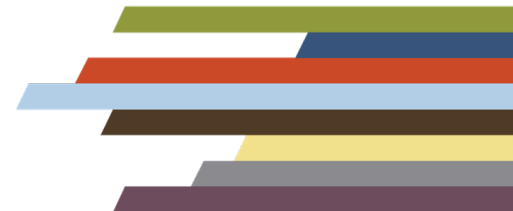
Summary

- Hand model to show how “flipping our lid” is counter-productive
- Parents watch what works at school - work towards unity
- Foster care, adoptions and grandparents need extra support
- Use Video Tools from the Center for the Developing Child



Summary

- For parents who suffer from addiction, have handouts ready
- Discipline, grades, homework extensions are hot-button issues
- Set your boundaries, but children in trauma may shut down
- Build confidence and scaffold academic workload



Resources You Can Use

Helping at Home: Tips for Parents

<https://www.mentalhealthamerica.net/conditions/helping-home-tips-parents>

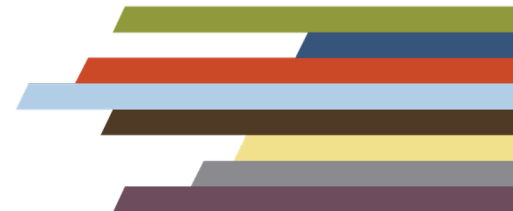
OARS Method on Reflective Listening

<https://www.homelesshub.ca/resource/motivational-interviewing-open-questions-affirmation-reflective-listening-and-summary>

Parenting with ACES

<https://www.acesconnection.com/g/Parenting-with-ACEs/blog/resources>

https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/HCDC_BuildingAdolescentCoreLifeSkills.pdf





Center for Educational Improvement
Heart Centered 21st Century Learning

Thank You

Contact

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