Trauma and Learning Among COVID-19 Pandemic

3 Part Webinar Series

Presented by Monica L. Raminger, LMHC

Week 3:

Transitioning Back

Long-term and lasting impacts of trauma through COVID-19

Friday June 5, 2020
4:30-5:30, Zoom Webinar 3-Part Series
GST Teacher Center

Presenter Biography

Monica L. Raminger, LMHC, CATP is a clinical mental health therapist who focuses on the biopsychosocial impacts of trauma. She is a certified Child and Adolescent Trauma Professional through the International Association for Trauma. Monica has worked in the fields of child welfare, case management, and student behavioral support, with experience ranging from group residence to outpatient clinical practice. Monica currently practices clinical work at an outpatient private clinic focusing on mood management, child development and attachment, and affect regulation. Monica obtained her Bachelor of Science in Psychology and Health Science from SUNY Brockport and obtained her Master of Science in Education in Clinical Mental Health Counseling from The College at St. Rose. Monica's therapeutic model includes developmental theory, cognitive behavioral theory, and attachment theory. Monica has experience creating and delivering presentations on trauma, learning, parenting, and crisis management.

Presentation Objectives

1. Participants will develop an understanding of the long-term and lasting aspects of trauma and development.
2. Participants will develop an understanding of trauma-informed educational practices and school culture.
3. Participants will develop an understanding of the preparation needs for the transition back to in-person education.
4. Participants will develop an understanding of direct interventions and behavior management in the context of trauma.
5. Participants will develop an understanding of post-traumatic growth and how to manage post-traumatic learning experiences.

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Mindful Moments

Each week I will provide a few mindful exercises of breathing that can be used for adults and students

1. Mindful Breath
   a. While standing or sitting (even leaning with your back against a wall is fine), be aware of your feet grounded on the floor. Close your eyes.
   b. Take a deep breath in, scanning your entire body up and down, from your toes to the top of your head, then back down again while breathing out.
   c. As you inhale and exhale, breath deep into your chest so your belly fills with the air. When exhaling, control the air as it leaves your lungs.
   d. Make breathing in and out your only responsibility. Listen to your breath as it goes in and out of your nose. Feel it as it fills your lungs. Control it as your lungs empty.
   e. Do this for one minute. At the end of the meditation, open your eyes.
2. Muscle Relaxation
   a. Close your eyes and focus on tensing and relaxing each muscle group for 2 to 3 seconds.
   b. Start with your feet and toes, and then move up to your knees, thighs, glutes, chest, arms, hands, neck, jaw, and eyes.
   c. Maintain deep, slow breaths the entire time.
3. Alternating Nostrils
   a. Start by sitting in a comfortable meditative pose. Hold out your dominant hand and press the tips of your pointer and middle fingers into your palm, leaving your ring finger, pinky finger, and thumb extended.
   b. Bring your hand up in front of your face and press your thumb on the outside of one nostril. Inhale deeply through your open nostril. At the peak of your inhalation, release your thumb, press your ring finger on the outside of your other nostril, and exhale.
   c. Continue this pattern for 1–2 minutes before switching sides so that you inhale through the nostril that you originally used to exhale, and vice versa. Spend equal amounts of time inhaling and exhaling through both nostrils.
4. Forced Breath
   a. Begin sitting in an upright position with good posture and your hands on your knees. Take a long, slow inhale through your nose.
   b. Then exhale powerfully (also through your nose) by contracting your lower belly.
   c. Your body will naturally inhale again, so focus mainly on your forceful exhales as you continue this fiery breathing technique.
   d. Once you're comfortable with the abdominal contraction component, up your pace to 1 inhale-exhale every 2 seconds for a total of 10 breaths.
5. Bellows Breath
   a. Inhale and exhale rapidly through your nose, keeping your mouth closed but relaxed. Your breaths in and out should be equal in duration, but as short as possible. This is a noisy breathing exercise.
   b. Try for three in-and-out breath cycles per second. This produces a quick movement of the diaphragm, suggesting a bellows. Breathe normally after each cycle.
   c. Do not do for more than 15 seconds on your first try. Each time you practice the Stimulating Breath, you can increase your time by five seconds or so, until you reach a full minute.

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Presentation Outline

1. Long-term impacts of trauma
   a. Developmental trauma
   b. Complex trauma
   c. Post-traumatic stress disorder
   d. Behavioral changes
2. School culture and milieu
   a. Climate
   b. Trauma informed educational practices
   c. Classroom management
   d. Impact and outcomes
3. Transitioning back in the Fall
   a. Prepare, Plan, Manage, and Expect
   b. Re-establishing routine
   c. Direct interventions
      i. Movement
      ii. Expressive arts
      iii. Mindfulness
      iv. Play
      v. Window of Tolerance
4. Future of education
   a. Social emotional learning
   b. Mental health education
   c. Post-traumatic growth
   d. Changes looking forward

Webinar Notes

Long-term impacts of trauma	Developmental trauma
	Complex trauma
	PTSD
Behavior changes	Externalized behaviors
	Internalized behaviors
	Development of behaviors
School culture	Trauma-informed educational practices
	Universal impact
	Outcomes
	Classroom management
	Transitions
	Routine
Direct interventions	Setting expectations
	Redirection
	Rewarding good behavior
	Increasing engagement
Direct interventions	Movement
	Expressive arts
	Mindfulness
	Play

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	Window of tolerance
Looking forward	Social emotional learning Mental health education Post-traumatic growth Changes