

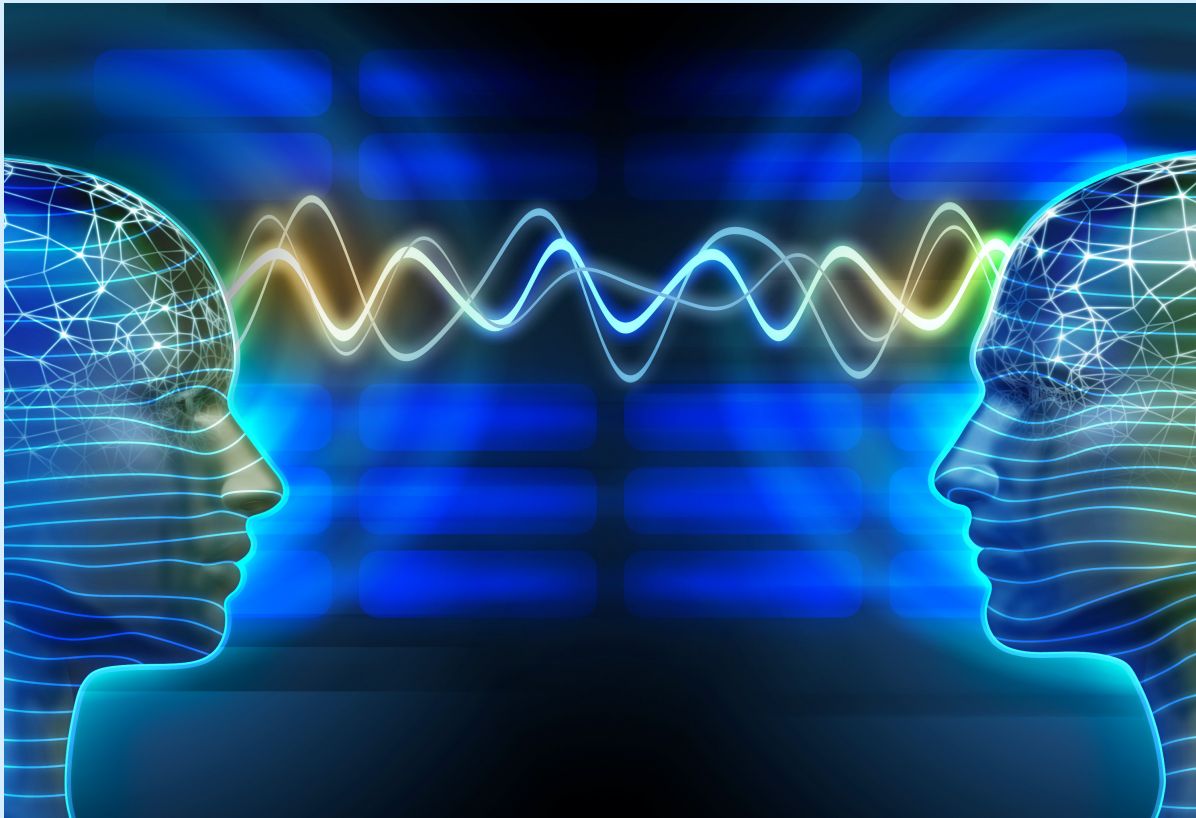


Stress And Regulation

Smoothing out Bumpy Roads

Warm Welcome

Say Hi to the Person Next to You!



What Can We Do About Stress : Time for Dr. Rick's Science Class!



3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACEsConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

ACEs
Connection



Definitions: The Stress Response and it's Impacts

(Garner & Shonkoff (2012)

Positive Stress Response

- **Normal and essential part** of healthy development
 - Includes brief increases in heart rate and mild elevation in hormone levels
- Examples: The first day of school or a job; meeting new teachers co-workers; doing things with new friends

Tolerable Stress Response

- Activates our mind/body alarm system as a result of more severe, longer-lasting difficulties
 - If this is **time-limited** and there are **supportive relationships** damaging effects can be reduced
- Examples: Loss of a loved one; natural disaster; frightening injury

Toxic Stress Response

- Can occur when we experience **strong, frequent, and/or prolonged adversity.**
 - **Without adequate support, this can disrupt health and development**
- Examples: Physical or emotional abuse; chronic health issues; substance abuse or mental illness with the family; exposure to violence; accumulated burdens of severe family economic hardship



We become sensitive to **stress and vulnerable** to it when the stress we face is:

- **Unpredictable**
- **Extreme**
- **Prolonged.**

We can develop **tolerance and resilience** to stress when the stress we face is:

- **Predictable**
- **Moderate**
- **Controllable**

Our daily goal to support our kids is to help them change the pattern of stress they are experiencing so:

- **It is more predictable**
- **It is not so intense**
- **They have more control over how much stress get**



Resilience

According to Harvard's Center on the Developing Child, “the essence of resilience is a positive, adaptive response in the face of significant adversity...

How an old Hillsboro boy thinks about it: Being able to self-regulate and handle stress)

Current research suggests that several factors increase the likelihood of a child having greater resilience.

- At least one stable, caring and supportive **adult relationship**
- A sense of mastery or “**self-efficacy**” – a belief in ones ability to **handle difficult situations**, and to “guide their own destiny”
- Well developed **coping skills** such as the ability to regulate emotions and consider multiple solutions to problems
- **Supportive and affirming** cultural traditions and or faith.



Sharing

What is one way you like to build resilience with your child?



Only a regulated adult can
help regulate a dysregulated child



Breathing Basics

Mindful Relationships- B Grace Bullock

What to do: Intentional Breathing

- Deep (fully inhaling and exhaling)
- Intentional
- Slow (decreased breaths per minute)
- Focused on exhalation

Increases the Relaxation Response



Grounding in Safety

Grounding helps you return to a regulated state-you can find your cues of safety and regulation to get grounded by considering:

- ❖ Who- People or animals with whom you feel safe and welcome
- ❖ What- Actions that provide you with connection and feeling nourished
- ❖ Where- Places you find cues of safety
- ❖ When- Times/Experiences where you feel safe, open and connected to self and others









Daily Wellness Hygiene

Laura van Dernoort Lipsky



Be Purposeful

- Protect your morning
- Manage distractions
- Find “Glimmers”

Be Present

- Intentional breathing
- Spend time with animals
- Be active
- Go outside

Be Curious

- Listen to understand
- Don't be so sure...be a little humble
- Be kind to yourself and others-we all do well when we can

Fill Your Bucket

- Simplify
- Appreciate nature and art
- Draw on your beliefs
- Laugh



Sharing

What is one thing that could help you feel grounded?



Calm is Contagious



Build Your Daily Schedule

Build Your Daily Routines

Build Your Rituals



When a child is **dysregulated** and struggling with behavior, ask yourself Three Questions:

“Are demands and expectations developmentally appropriate for my child?”

“Does my child have the skills (in this moment) to meet the demands and expectations?”

“Do I need to adjust the demands and expectations?”



Regulated Parenting

“Regulate-Relate-Reason”

Bruce Perry, M.D., Ph.D., The Child Trauma Academy

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Regulate

Always strive to help a child become regulated or “settled.”
This means they are both **physically and emotionally calm.**

Relate

Increase the ability to **feel safe and secure their relationship** with us.
Often this means listening, reassuring and empathizing with their point of view
before we get to ours.

Reason

**It's only after you've done these first critical steps of regulating and relating
that the child is ready to reason and engage in problem solving with you.**



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Sharing

What's one nugget you will take away from our time together?

