


NEW MEXICO
DEPARTMENT OF
HEALTH

Supporting Families, Children & Yourself: Stress, Resilience & Responding to the COVID-19 Pandemic

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Family Infant Toddler Annual Meeting
Presented by:
Heidi Roibal, MS, IMH




1100 S. St. Francis Drive • Santa Fe, NM 87505 • Phone: 505-827-2612 • Fax: 505-827-2300 • mhhealth.org




**SMILE!
YOU'RE
ON
CAMERA**






- Heidi S. Roibal, MS, IMH-E
- Regional Coordinator, Family Infant Toddler Program
- Education Specialist-Brazelton Touchpoints Center,
- Harvard Medical School
- Faculty-Tribal MIECHV, Zero to Three
- Part-Time Instructor, CNM
- National Trainer, Consultant




Learning Objectives


Impact of stressors	Support resilience and regulation in children	Support resilience and regulation in family
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What does **STRESS** feel like?



CLICK the link in the chat section and use the code. Vote often!



Lots of Conflicting Information






Stress for Kids and Parents





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What the research says...

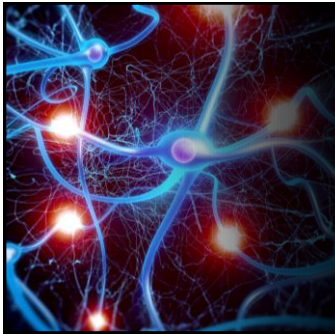
Extensive research shows neglect, abuse and toxic stress cause lasting harm to a young child's development.



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Why this matters


- NM is 50th in nation in child well-being
- NM's child abuse/neglect rates are TWICE the national average
- From 2018 to 2019, the rate of substantiated abuse increased from 15 per 1,000 to 21.5 per 1000



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Neurodevelopment-
How do adverse
childhood
experiences impact
the brain?










Opportunities
for Kids and
Parents



Resilience


- Positive adaptation to adversity or in spite of adversity
- Ability to overcome hardship, building capacity to provide a sense of mastery and management of difficulty







Resilience is the GOAL

- Safe, stable and nurturing relationships that are continuous over time
- Predictable, low stress, loving, playful environments
- Growth that occurs through play, exploration, and exposure to a variety of normal activities and resources





How can parents help a child build resilience?





Think about some messages of encouragement you remember from early childhood

SHARE in chat

*When you are a child, someone close to you will plant a seed of belief within you.
If you water and nurture it, over time it will grow broad and strong*




Curiosity,
Distress Tolerance
Emotions




Be Curious, Not Furious






Distress
Tolerance-
Manage yourself
so that you can
manage your
child



Emotional Container

- Tolerate strong emotions from children
- Don't take it personally
- Respond calmly
- Help name feelings



Hudson, M., and Kinniburgh, K. (2016).

We can't fit and hold a child's emotions into our container if it's already filled with our own



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Reassuring, Restoring Routine, Regulating



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Reassuring

Open up Conversation

Correct Inaccuracies

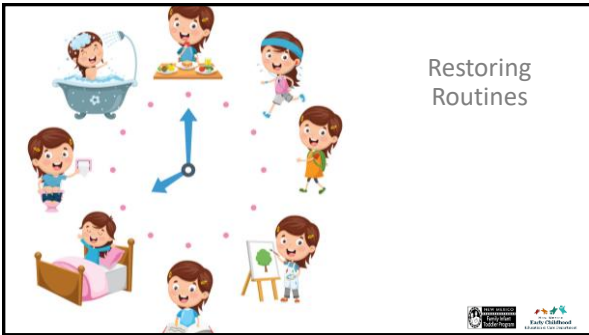
Answer Questions Honestly

Limit Media

Routine & Regulate




Restoring Routines




Regulation & Co-Regulation


(Murray, et al. 2015)






Regulation is a learned skill





Mindfulness:
Calming the
Stress
Response



Caregiver
Self-Regulation: ABC

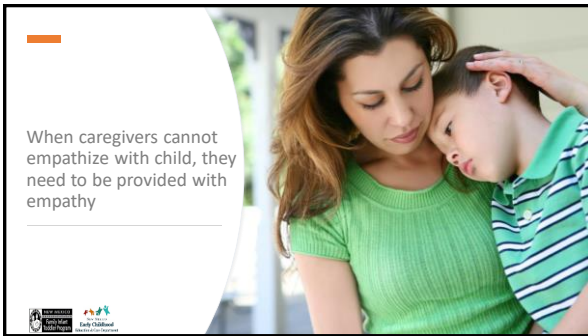
Awareness
Balance
Connection





Awareness





When caregivers cannot empathize with child, they need to be provided with empathy







Anger Example

Anger
 Grief Shame
 Helplessness
 Worry Jealousy
 Disappointment
 Rejection Fear Guilt
 Hurt Frustration Regret

Balance

- Advance preparation
- In the moment
- Recovery
- Ongoing self care




Connection:



One of the best things I can do for myself when I am feeling stressed is _____”

SHARE in chat



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