

Coronavirus Correction™

**Using Brain Science to Help Children
Recover from the Pandemic**



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Abstract

Humans are highly social and need rich human interaction to thrive. Children and teens have been harmed in many ways by the Coronavirus pandemic. Learn to use brain science and developmentally appropriate parenting to correct the challenges caused by the pandemic.



OrchardHumanServices.org/Trauma





Four Learning Objectives

Learn how the pandemic has harmed children

Learn how brain science can help children heal

Learn how to get children back on track

Discover strategies to help children heal

Please Care For Yourself

We recognize the sensitive nature of this subject matter. If you are distressed by this material, please reach out during the session. You may speak up, raise your hand, chat, or privately text my staff at 770-686-0894.

Afterward, please be aware of your response to the presentation, and reach out for help from a mental health provider, crisis support line, or the Georgia Crisis and Access Line.





**1. Learn how the pandemic has
harmed children**

Children and Youth



Are Suffering In Many Ways

**Fear of Loss, Death of Loved Ones, Illness
Isolation, Quarantine, Lack of Social Interaction
Food Insecurity, Housing Insecurity, Deep Poverty
Family Violence, Family Conflict, Parental Anxiety
Online Learning, Poor or No Teaching or Instruction
Confusing and Difficult Online Learning Platforms
Multiple Websites and Programs to Submit Work
Teachers Send Daily Notes About Missing Work**

Green, P. (2020). Risks to children and young people during covid-19 pandemic
British Medical Journal, 369. <https://doi.org/10.1136/bmj.m1669>



Children and Youth

Are Exposed to Online Dangers ...

and are at increased risk of exploitation as they engage in online and unfettered access to the internet. In addition to human trafficking, children are at risk of exposure or involvement with child pornography, illegal drug use and drug dealing, forced labor and prostitution, and radicalization by militia groups and terrorist organizations.

Office of Victims of Crime (2021). Pandemics and human trafficking: A COVID-19 update
<https://ovc.ojp.gov/events/pandemics-and-human-trafficking-covid-19-update>



The Coronavirus or Covid-19 Pandemic

Has Been Determined To Be A Multi-Systemic Disaster ...

of global proportion that is negatively impacting children, their loved ones and families, neighborhoods, communities, economies, societies, and governments.

Masten, A.S., Motti-Stefanidi, F. Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19. *ADV RES SCI* 1, 95–106 (2020).

<https://doi.org/10.1007/s42844-020-00010-w>



The Coronavirus or Covid-19 Pandemic

**Has Caused Significant ACES or
Adverse Childhood Experiences**

ACEs can interfere with every area of a child's life including behavior, mental and physical health, learning, development, relationships, self-care, and play.

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>



The Coronavirus or Covid-19 Pandemic

ACES

or

Adverse Childhood Exeperiences

Are a type of trauma and can trigger changes in gene expression. Negative impact can be avoided with early intervention and correction.

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>



Oxytocin is the Hormone of Bonding and Attachment

ACEs can shut down some of the Oxytocin bonding sites and interfere with a child's ability to feel social connection with others and bond and attach with parents.

Puglia, M.H., Lillard, T.S., Morris, & Connelly, J.J. (2015). Epigenetic modification of the oxytocin receptor gene influences the perception of anger and fear in the human brain. *PNAS*, *112* (11) 3308-3313. <https://doi.org/10.1073/pnas.1422096112>

ACES & Trauma in Childhood Can Cause

- Changes in hormone & neurotransmitter levels
- Physical & mental health challenges
- **Bonding & attachment problems**
- Problems connecting with others
- Changes in brain structures
- Learning problems
- **Self-Harming**
- **Depression**
- **Suicidality**
- **Anxiety**



Sullivan R. M. (2012). The Neurobiology of Attachment to Nurturing and Abusive Caregivers. *The Hastings law journal*, 63(6), 1553–1570.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3774302/>

Trauma & Attachment Issues

Can Interfere With Everything

Boundaries · Lawfulness · Socialization
Development · Behavior · Dysregulation
Responsibility · Personal Care · Toileting · Hygiene
Physical Health · Immune Function · Memory
Mental Health · Learning · Focus · Attention
Emotional · Relational · Neurodevelopment



(Zeanah, & Gleason, 2015).



2. Learn how brain science can help children heal



Advances in Neuroscience and Positive Psychology ...

**have provided a road map to help
children out of the Coronavirus crisis.**

**One important new advance in
Neuroscience and Positive Psychology is
the use of **compassion** to heal trauma.**

Ho, S. S., Nakamura, Y., & Swain, J. E. (2021). Compassion As an Intervention to Attune to Universal Suffering of Self and Others in Conflicts: A Translational Framework. *Frontiers in psychology*, 11, 603385. <https://doi.org/10.3389/fpsyg.2020.603385>



Compassion for Self and Others Is a Curative for Many Challenges

Compassion training can reduce suffering of the individual and increase sense of life-satisfaction. This applies to children, parents, teachers, doctors, nurses ... just about everyone impacted by the pandemic.

Ho, S. S., Nakamura, Y., & Swain, J. E. (2021). Compassion As an Intervention to Attune to Universal Suffering of Self and Others in Conflicts: A Translational Framework. *Frontiers in psychology*, 11, 603385. <https://doi.org/10.3389/fpsyg.2020.603385>



Compassion Is Powerful

Self-compassion helps some children with a history of trauma and abuse to develop a sense of belonging in school and reduce suicidal ideations.

Zhang, H., Liu, M. & Long, H. Child Maltreatment and Suicide Ideation in Rural China: The Roles of Self-compassion and School Belonging. *Child Adolesc Soc Work J* (2020). <https://doi.org/10.1007/s10560-020-00679-z>



Resilience Is A Complex Network of Protective Capacities and Resources

Communities support resilience of children and youth through programs and services that promote socialization (friendship), mental health services, after-school and summer programs, healthcare, tutoring, mentorship, childcare, and emergency and crisis services.

Masten, A.S., Motti-Stefanidi, F. Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19. *ADV RES SCI* 1, 95–106 (2020).
<https://doi.org/10.1007/s42844-020-00010-w>



Therapeutic Breathing Can Activate the Vagus Nerve and Promote Calm

Slow diaphragmatic breathing can reduce stress and promote calm and healing.

Expose children to various ways to breathe as a strategy to promote focus, calm, and attention while reducing discomfort due to trauma.

Peterson, L. (2017). Decrease stress by using your breath. Mayo Clinic. <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/decrease-stress-by-using-your-breath/art-20267197>



Emotional Regulation can protect from the harm associated with ACES

Emotional regulation is the ability of a child to notice, identify, understand, name and respond to the emotions of self and others; and allows children to have control of their emotional reactions.

Cloitre, M., Khan, C., Mackintosh, M.-A., Garvert, D. W., Henn-Haase, C. M., Falvey, E. C., & Saito, J. (2019). Emotion regulation mediates the relationship between ACES and physical and mental health. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(1), 82–89. <https://doi.org/10.1037/tra0000374>



Steps to Teaching Emotional Regulation

- **Noticing Bodily Sensations of Emotions**
- **Identifying and Naming Emotions**
- **Recognizing Emotions of Self and Others**
- **Self-Soothing, Self-Calming, Impulse Control**
- **Regulating Emotions and Behaviors of Self**
- **Emotional Regulation or Self-Regulation**

Cloitre, M., Khan, C., Mackintosh, M.-A., Garvert, D. W., Henn-Haase, C. M., Falvey, E. C., & Saito, J. (2019). Emotion regulation mediates the relationship between ACEs and physical and mental health. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(1), 82–89. <https://doi.org/10.1037/tra0000374>



Sensory Regulation & Interoception Can Soothe Trauma & Promote Regulation

- **Sensory Integration means understanding bodily sensations connected to emotions**
- **Interoceptive awareness means being aware of internal bodily sensations like hunger or being full; heartbeat and breath; blood pressure (headache or dizziness).**

Gerge, A. (2020). What neuroscience and neurofeedback can teach psychotherapists in the field of complex trauma: Interoception, neuroception and the embodiment of unspeakable events in treatment of complex PTSD, dissociative disorders and childhood traumatization, *European Journal of Trauma & Dissociation*,4(3), 100164, ISSN 2468-7499, <https://doi.org/10.1016/j.ejtd.2020.100164>.



Just as ACES can shut down Oxytocin bonding sites and interfere with a child's social connection, bonding and attachment ...

Stable care, nurturing, bonding, compassion, and security can turn gene expression back on and restore the Oxytocin bonding sites.

Puglia, M.H., Lillard, T.S., Morris, & Connelly, J.J. (2015). Epigenetic modification of the oxytocin receptor gene influences the perception of anger and fear in the human brain. *PNAS*, 112 (11) 3308-3313. <https://doi.org/10.1073/pnas.1422096112>



**3. Learn how to get children
back on track with life**

Calm, Kindness, & Compassion Can Soothe the Traumatized Brain

Use developmentally appropriate parenting strategies that maintain a calm environment and a kind and compassionate attitude:

- **Consequence-based parenting**
- **“Love and Logic” books**

Early Childhood – Lavender

General Childhood – Orange

Teenage Years - Green



DeBello, M. et al. (2020). The compassionate vagus: A meta-analysis on the connection between compassion and heart rate variability. *Neuroscience & Biobehavioral Reviews*, 116, 21-30. <https://doi.org/10.1016/j.neubiorev.2020.06.016>.

Physical Comfort & Loving Touch

Touch (or Kinesthetic Tactile Stimulation) can be healing when the child feels comfortable with being touched:

- Hugs, cuddles and holding hands
- Holding and sitting on parent's lap
- Hand and foot massage
- Circles on forehead at bedtime
- Massage therapy

(If child feels comfortable with being touched)



Boston Children's Hospital. (2021). Treatments for Post Traumatic Stress Disorder (PTSD) in Children. <https://www.childrenshospital.org/conditions-and-treatments/conditions/p/post-traumatic-stress-disorder-ptsd/treatments>

Move to Unfreeze the Trauma Response

Use movement to unfreeze a child's frozen trauma response. Some ideas include ...

- **Movement & Breathing**
- **Bike Riding & Skating**
- **Sports & Gymnastics**
- **Walking & Jogging**
- **Yoga & Pilates**
- **Martial Arts**
- **Dance**
- **Play**



Tony Buckley, Marko Punkanen & Pat Ogden (2018) The role of the body in fostering resilience: a Sensorimotor Psychotherapy perspective, *Body, Movement and Dance in Psychotherapy*, 13:4, 225-233, DOI: 10.1080/17432979.2018.1467344

Consistency, Dependability, Reliability

Promote these qualities in your household and in your child's life to promote stability and calm:

- Create a consistent schedule
- Warn child/youth of upcoming events
- Hold regular family mealtimes
- Wake children up on weekends
- Maintain stable bedtime
- Allow the child some choice
- Encourage child to plan for self



Family Time

Use family together time like a treatment for many behavior, social, and emotional problems:

- Regular Family Mealtime
- Discuss events, news, school at meals
- Play games, cards, do puzzles
- Watch television shows & movies
- Tell jokes, share funny videos
- Share acts of kindness in family
- Share acts of kindness in community



Hena Thakur & Joseph R. Cohen (2020) Short-Term and Long-Term Resilience Among At-Risk Adolescents: The Role of Family and Community Settings, Journal of Clinical Child & Adolescent Psychology, DOI: 10.1080/15374416.2020.1756296

Connect with Community Resources

Increase natural supports for your child and family and promote resilience by connecting with resources in the community:

- Collaboration
- Consultation
- Team Support Meetings
- Peer Support
- Teamwork
- Mutuality
- Buddy System



Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.

Teach Developmental Skills

Increase your child's developmental skills to support positive behavior, learning, and mental health and promote emotional regulation.

- Focus & Attention
- Listening & Following Directions
- Mindfulness & Self-Awareness
- Self-Soothing & Self-Calming
- Impulse Control
- Self-Regulation
- Emotional IQ



Wodzinski, D.C. (2020). Human Super Power of Attachment to Promote Self-Regulation, Socioemotional Development, Positive Behavior and Mental Health. GAEYC Conference, Alpharetta, GA.



4. Discover strategies to help children heal

Help Them Feel Safe

Assure them adults are in charge

Let them know you are there for them

Remind them “You Are Safe”

Encourage them “We’ll Get Through This Together”

Connect them to supports ...

“So Many People Are Looking Out for You”



Use Proven Parenting Technique

**Consequence-Based parenting is a
scientifically proven strategy**

“Love and Logic” is evidence-based

“Love and Logic” books are on Amazon or at Library

**You can find “Love and Logic” training sessions
at churches and community centers**



Remain Calm ... Be Consistent

Children are already stressed and distressed

Remain calm and be consistent with ...

Rules, Boundaries, Consequences

Instead of punishing and yelling ...

Seek to understand and support

Sometimes children need grace ...

Be willing to sometimes be flexible



Use Games & Play to Teach

Want children to listen and pay attention?

Play “Mother May I?” and “Simon Says”

“Post Office” & “Bop It” also promote attention

Want children to get along?

Set them up with fun group activities ...

Make cookies together, do a puzzle,

Watch a movie or Read a book



Humor Is Powerful Medicine

Humor and laughter is like a safety valve to release anxiety, stress, and fear

Encourage children to use humor to solve problems

Tell jokes at the family dinner table or in the car

Watch funny shows together ... sit-coms, stand-up comics or funny movies

Laughing together can relieve stress



Make Consistent Schedule

When we can't control the world ...

Create a schedule and stick to it!

Wake Up & Go To Bed On Schedule

Schedule regular family time, meal time, and play

Turn off technology an hour or two before bedtime

Share a few moments of one-on-one every day



Cuddle & Hug For Healing

Use loving touch to heal

Hug your child every morning!

Give high-fives and fist bumps often!

Find out what kind of touch your child likes

Draw circles on your child's forehead at bedtime

Give children hand and foot massage

Sit close on the couch while reading or watching tv



Family Mealtime Is Healing Time

Sit together at the table for dinner

Talk about the day, school, friends

Discuss books, movies, social media

Encourage children to support each other

Play simple games at the dinner table ...

Like “Charades” and “I Spy”

Allow children to help prepare and clean up meal



Teach Children To Move & Feel

Children freeze and go numb from trauma

Encourage them to move and feel

Talk about how YOU feel in your body

Encourage them to talk about how THEY feel

Do they have an upset tummy? Heavy heart?

Encourage movement Running, jumping, dancing, playing ... all movement can help.

Encourage them to do yoga ... so they focus on their bodies and the sensations they have as they move



Ask About Self-Harming

If at least 8 years of age, your child may already know about self-harming

Children copy peers who self-harm

Children may first think it is cool ...

Then they get caught up in a downward spiral

Ask your child directly about Self-Harm and Cutting

If you are concerned, contact your child's a mental health professional, your child's pediatrician, or the school counselor right away



Let School Know If Child Distressed

School is stressing children out!!!

Let school know if your child is stressed

Pay attention to talk about bullying ...



Always report bullying concerns to the school

Ask for the school counselor to check on your child

Give your child a “Stress Aid” ...

Like a squishy ball or fidget to help self-calm

If School Is Source of Stress & Distress

Find a tutor or mentor to help

Stop parent-child conflict over schoolwork



Ask mentor, tutor, or after-school teacher to check on your child's schoolwork and help your child get assignments completed and submitted

Ask the school for extra tutoring

Check with community and church organizations ...

for Mentors, Tutors, & Peer Support Aids



**5. Bonus -
School & Community
Resources**

School-Based Resources

- Refer your child to be evaluated
- Diagnosis and Case Conceptualization
- Learning Strategies
- Educational Therapy
- Tutoring and Mentorship
- EIP – Early Intervention Program
- RTI – Response to Intervention
- IEP – Individualized Education Plan
- Section 504 Plan
- ESY – Extended School Year



Community & School-Based Resources

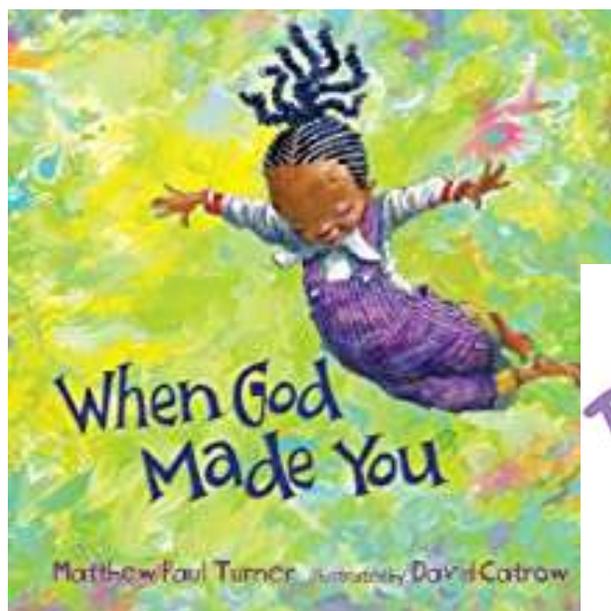
- **Collaborative Consultation**
- **Therapeutic Parenting & Childcare**
- **Developmental Intervention including SEL**
- **SLP, OT, PT, ABA**
- **Tutoring, SSS, EIP, IEP, RTI, Section 504, Transition**
- **Mentorship, Club, Community Engagement**
- **ESY – Extended School Year**
- **Educational Therapy**
- **Clinical Mental Health Services**





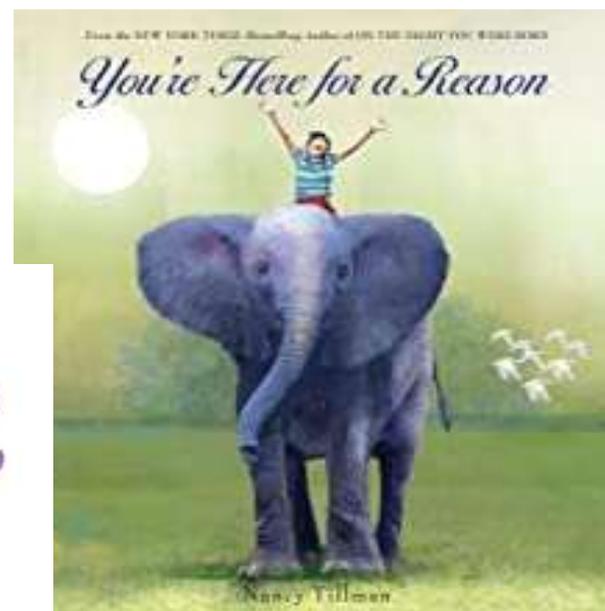
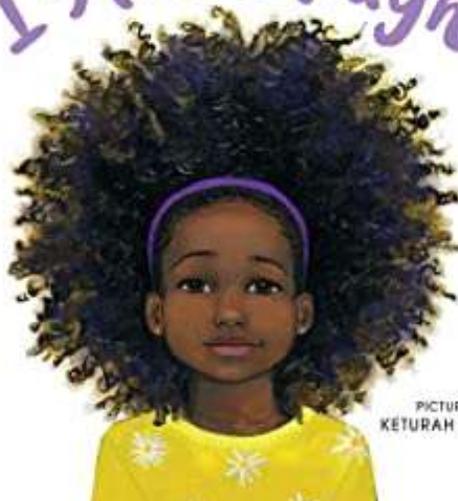
6. Bonus – Book Section

Teach Children To Know They Are Special

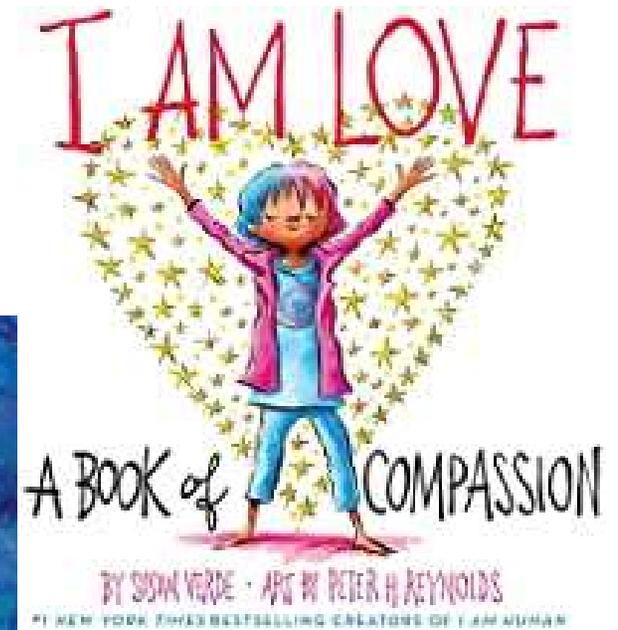
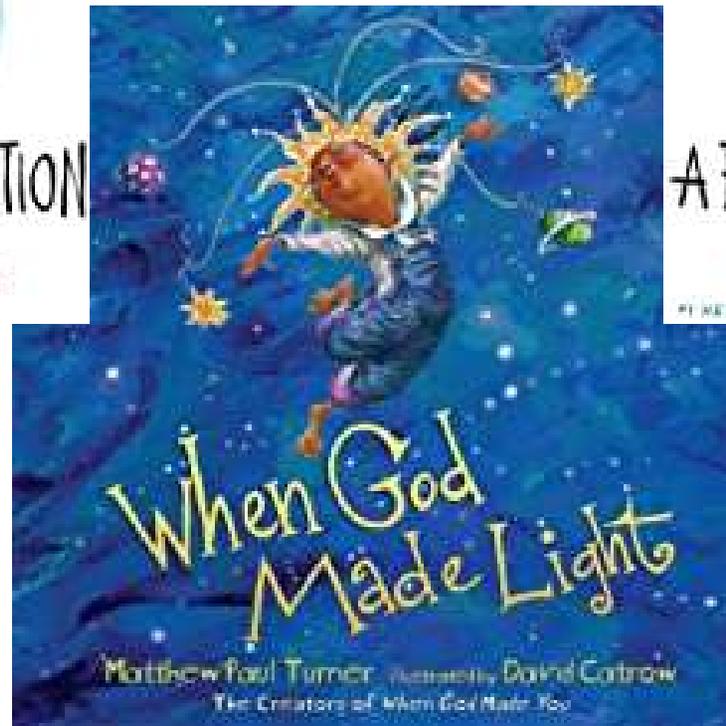
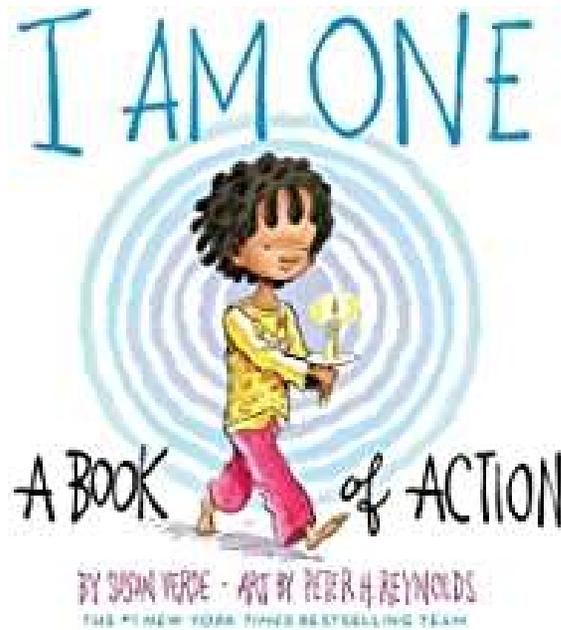


GRACE BYERS

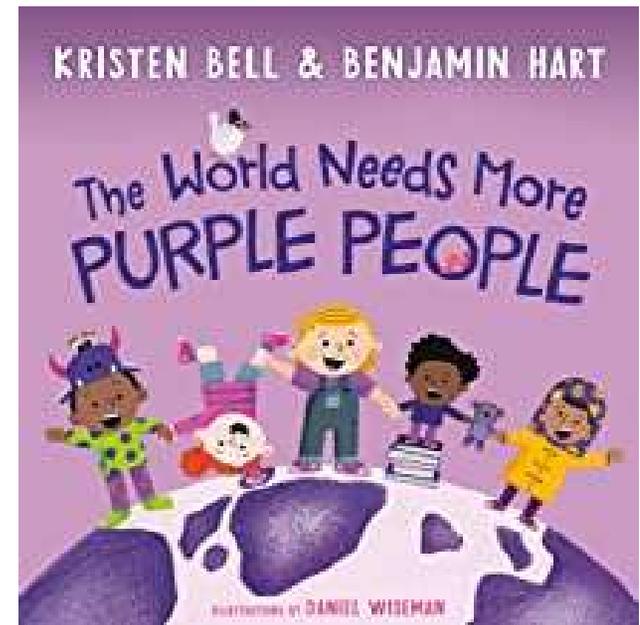
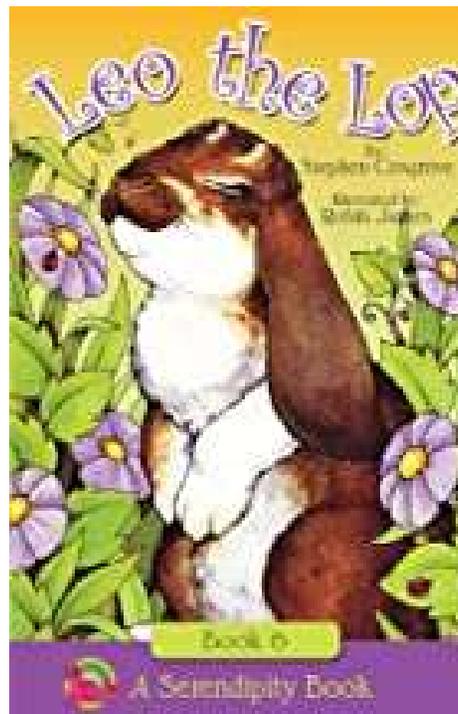
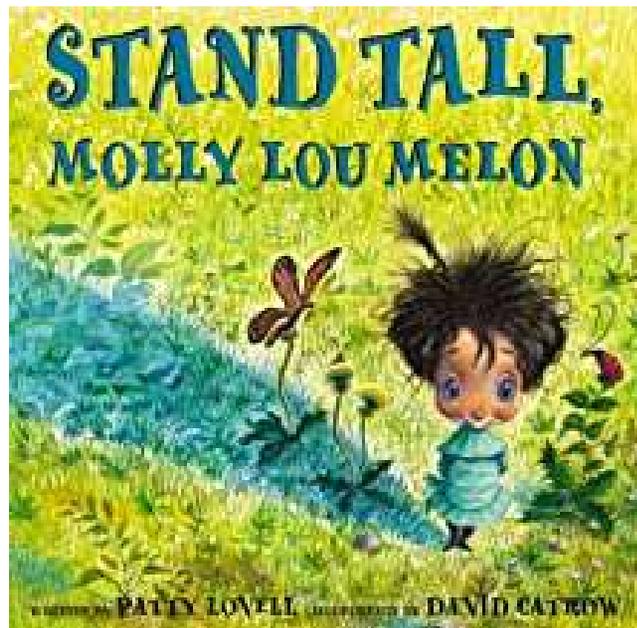
I Am Enough



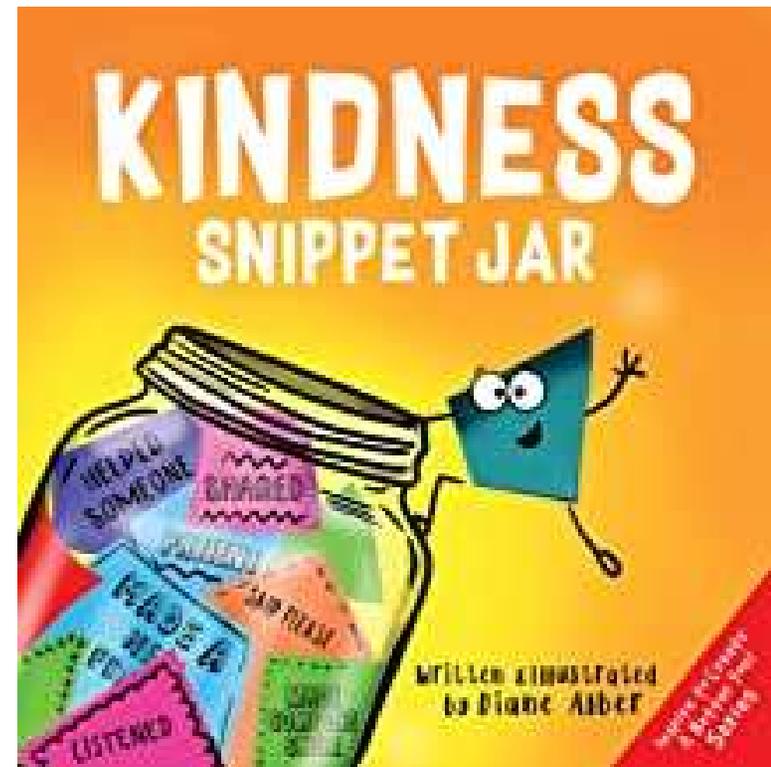
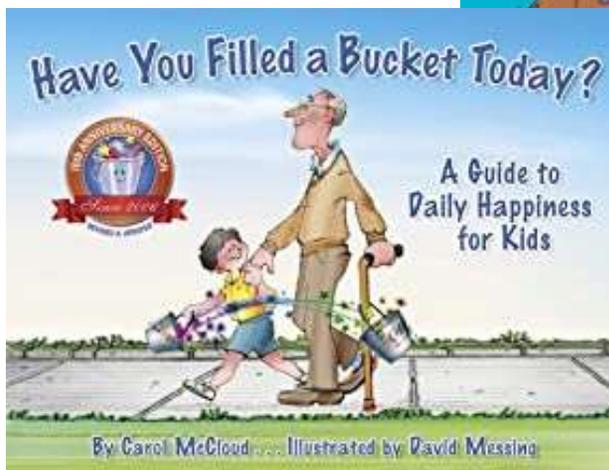
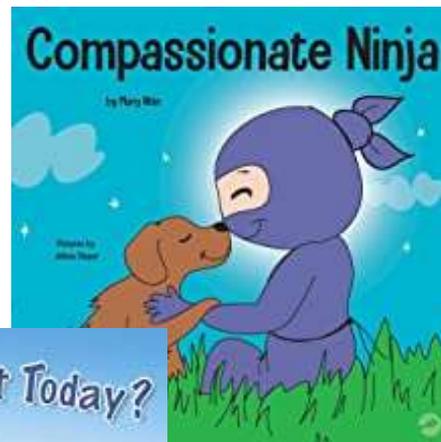
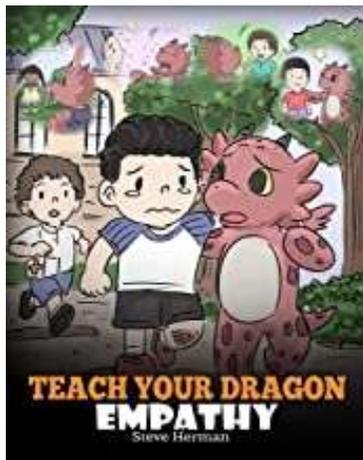
Teach Children To Value Themselves



Teach Children To Accept & Love Who They Are

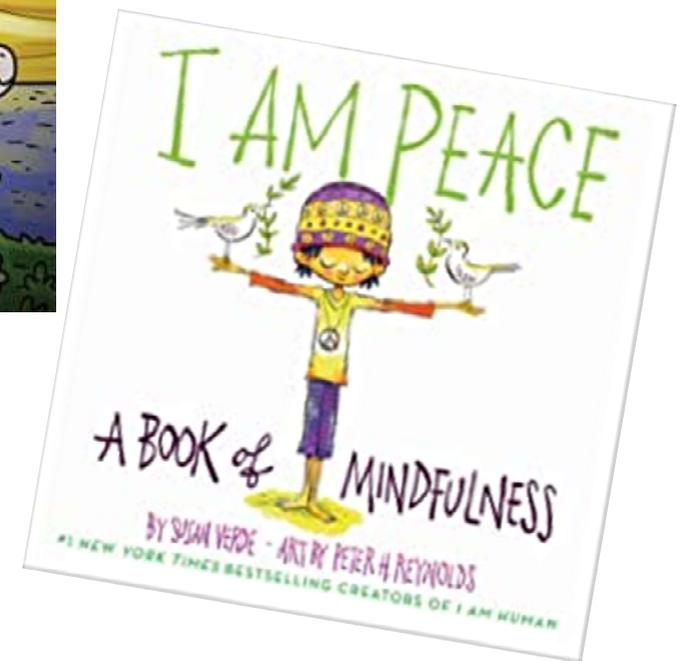
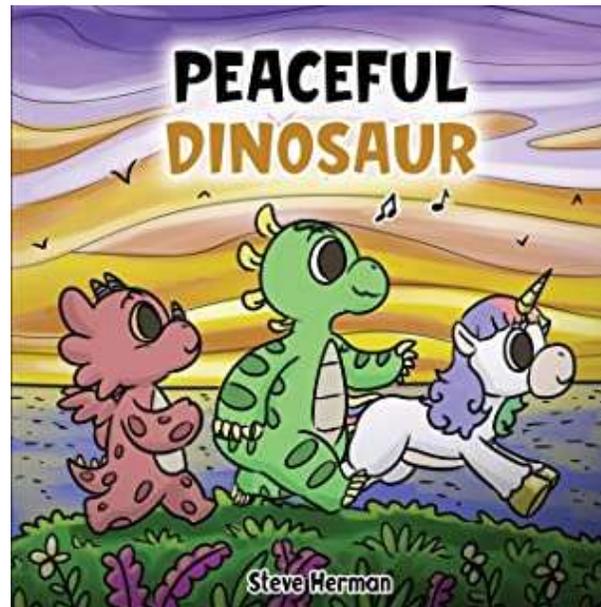
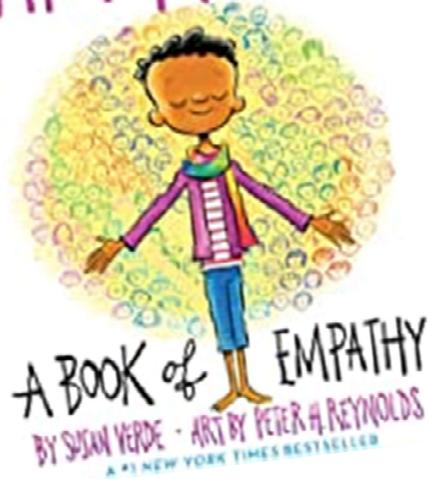


Teach Children To Be Kind & Have Compassion for Self & Others

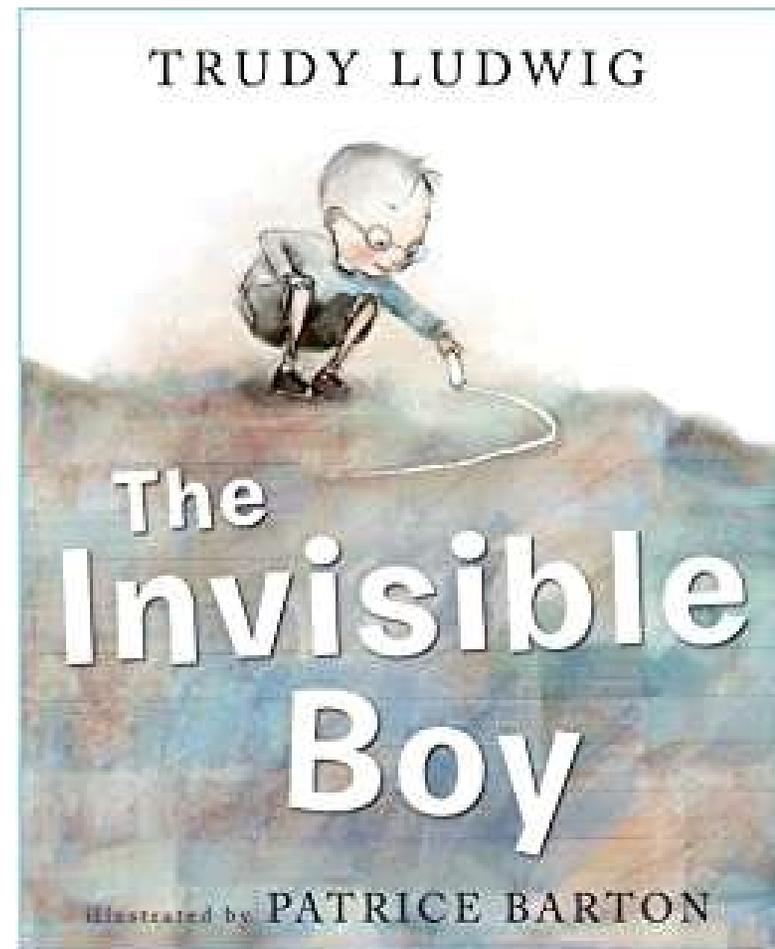
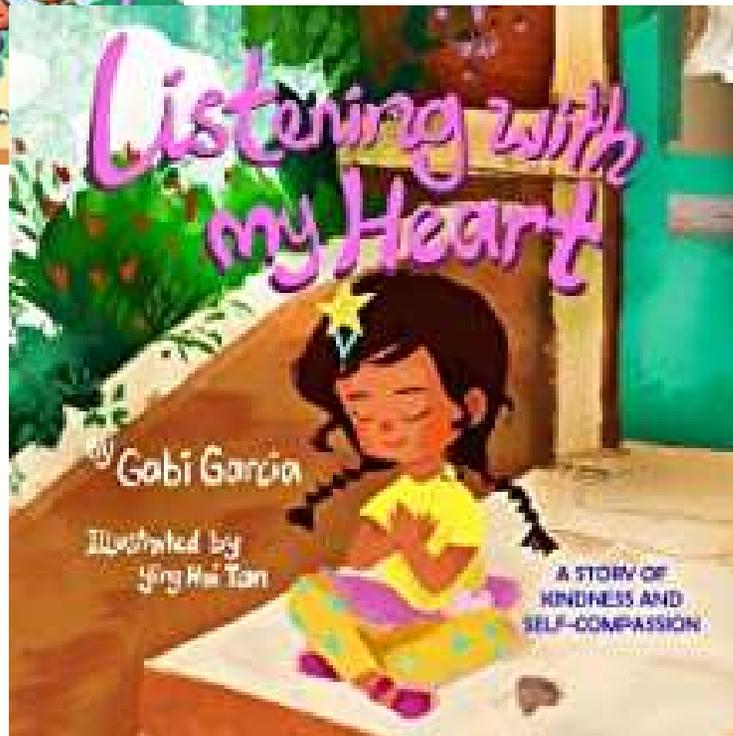
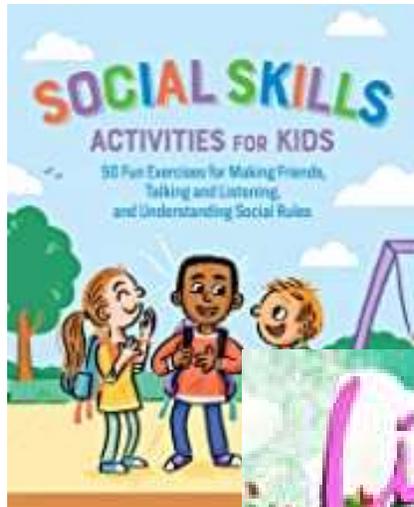


Teach Children About Peace & Humanity

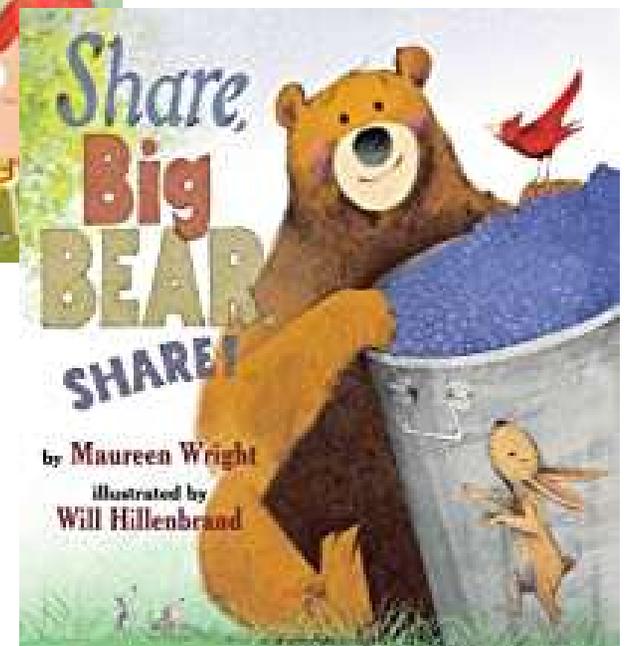
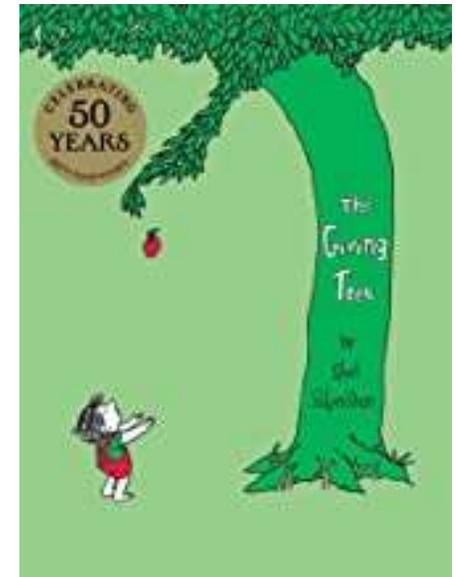
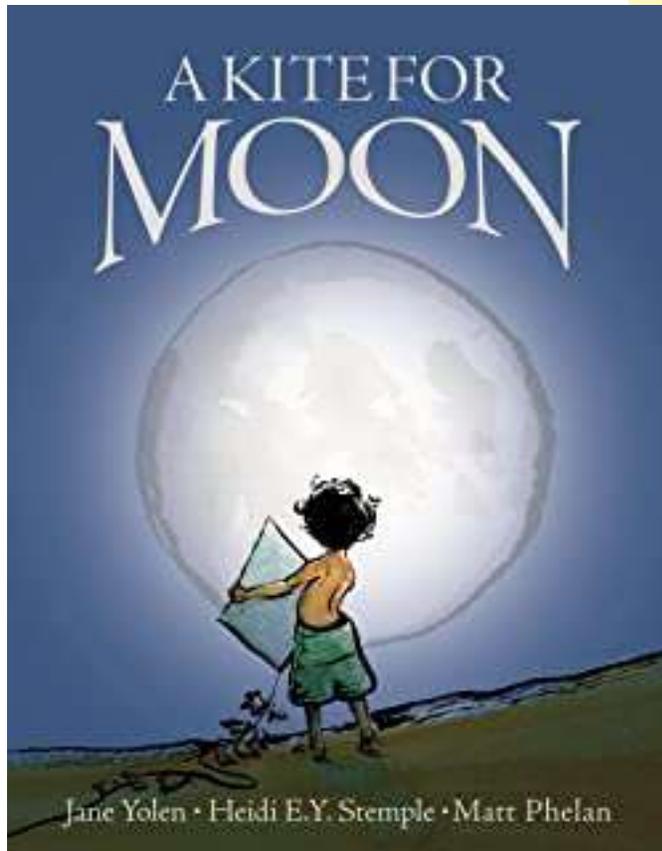
I AM HUMAN



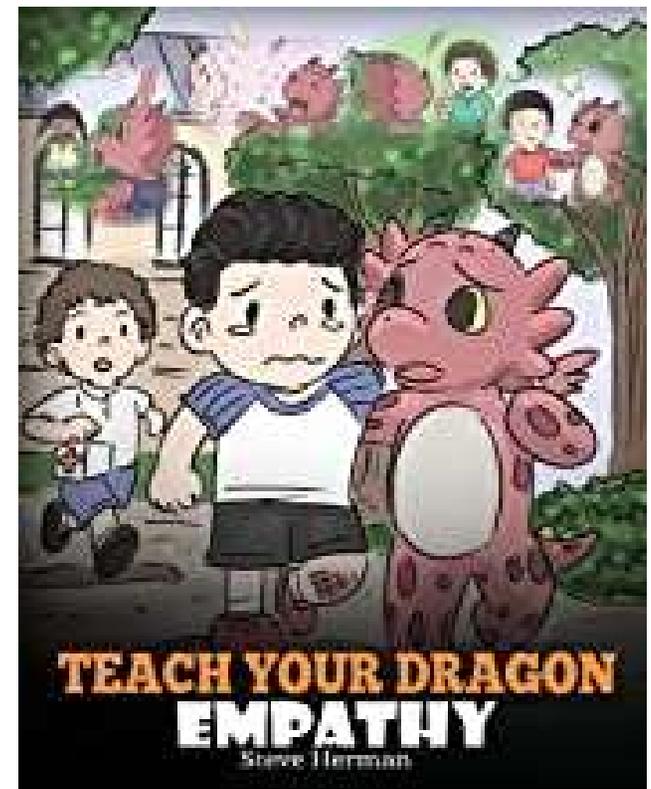
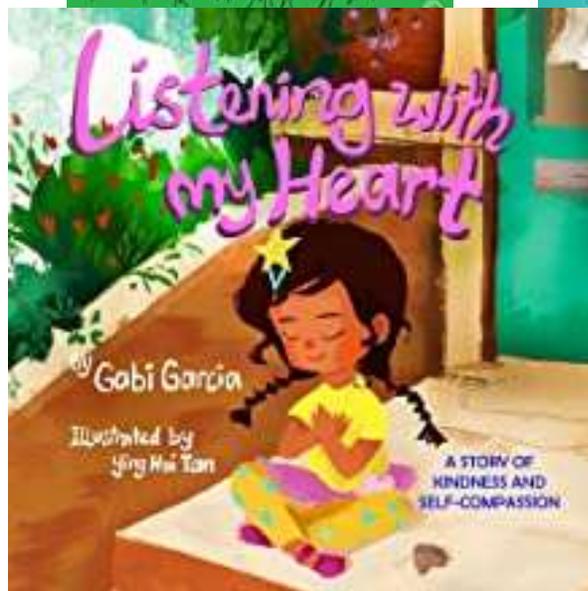
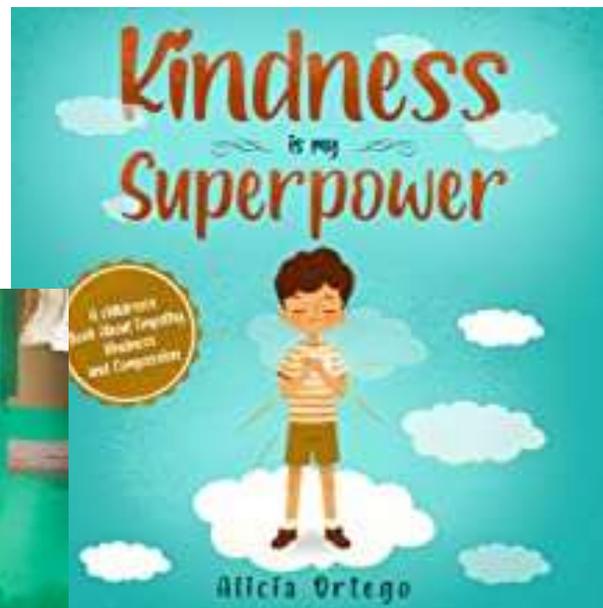
Teach Children How To Be And Have Friends



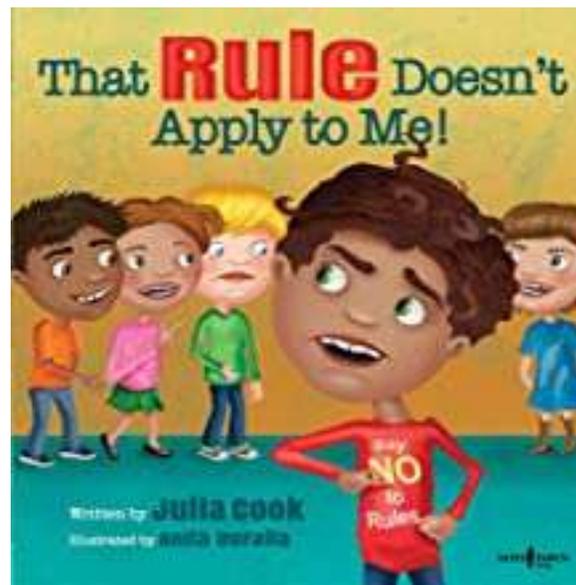
Teach Children To Share



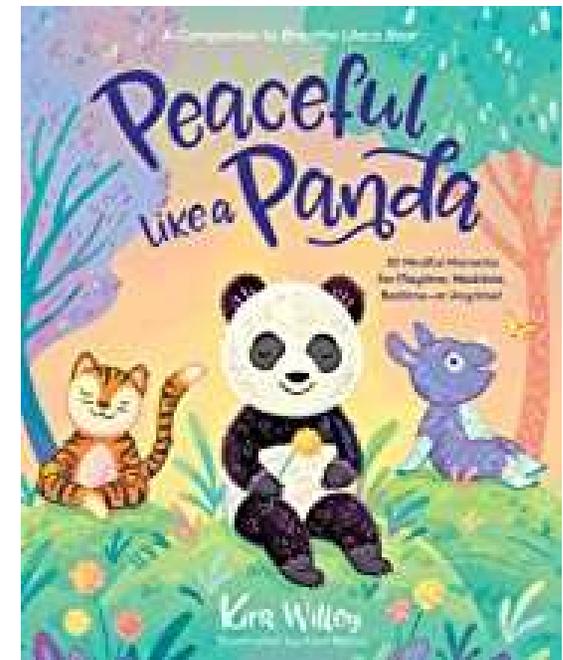
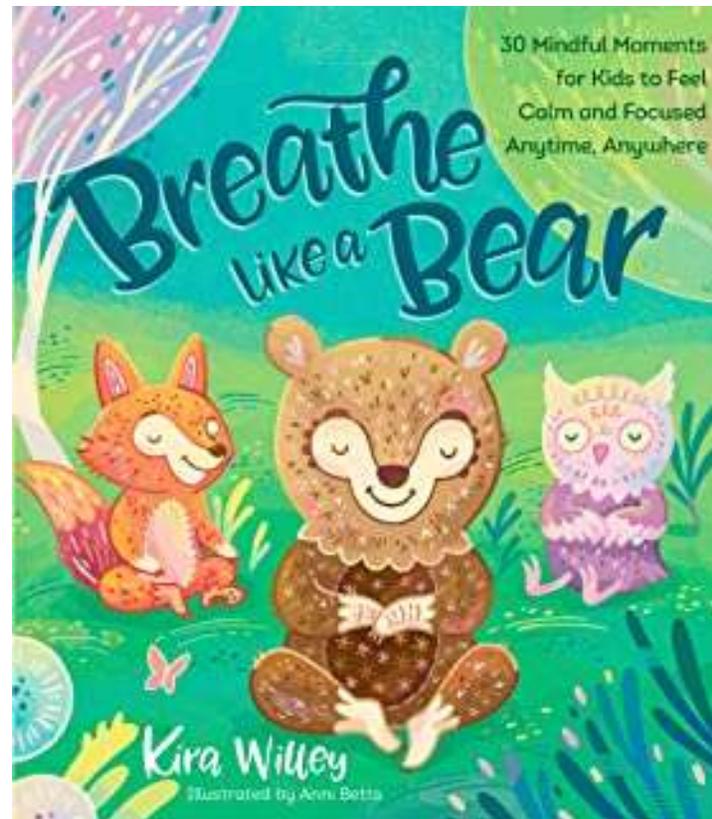
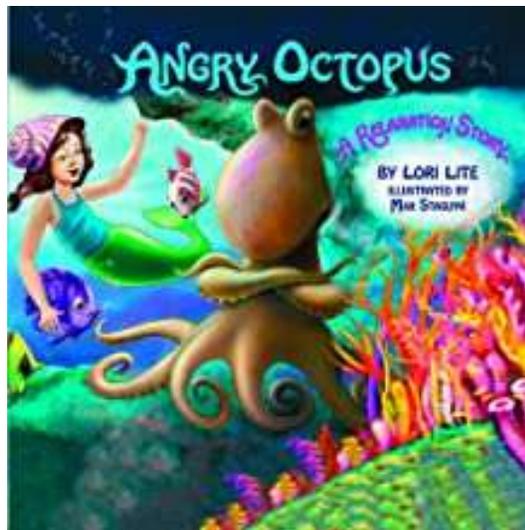
Teach Children To Have Empathy & Compassion for Self & Others



Teach Children To Listen And Follow Directions



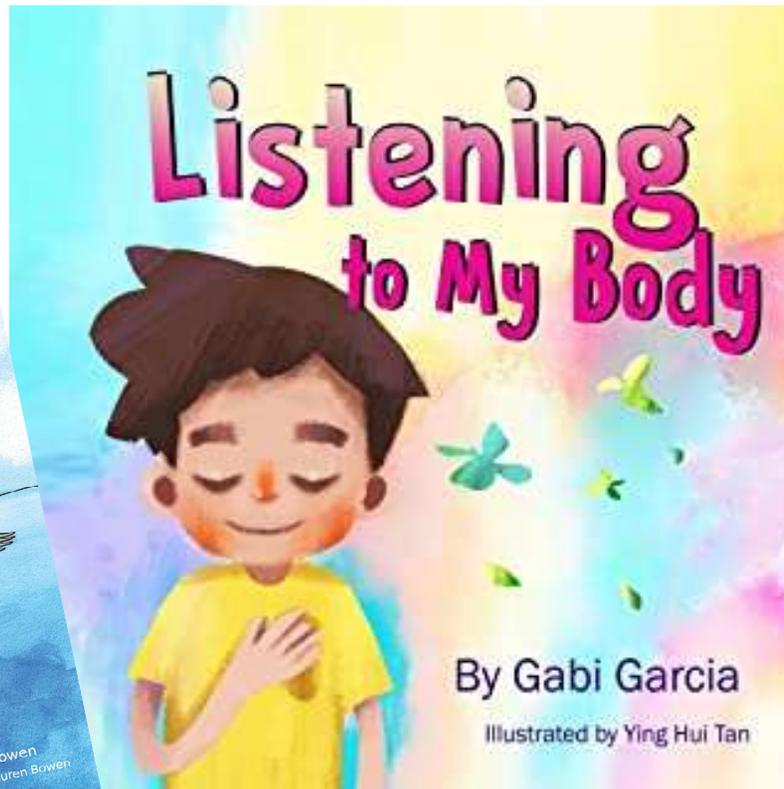
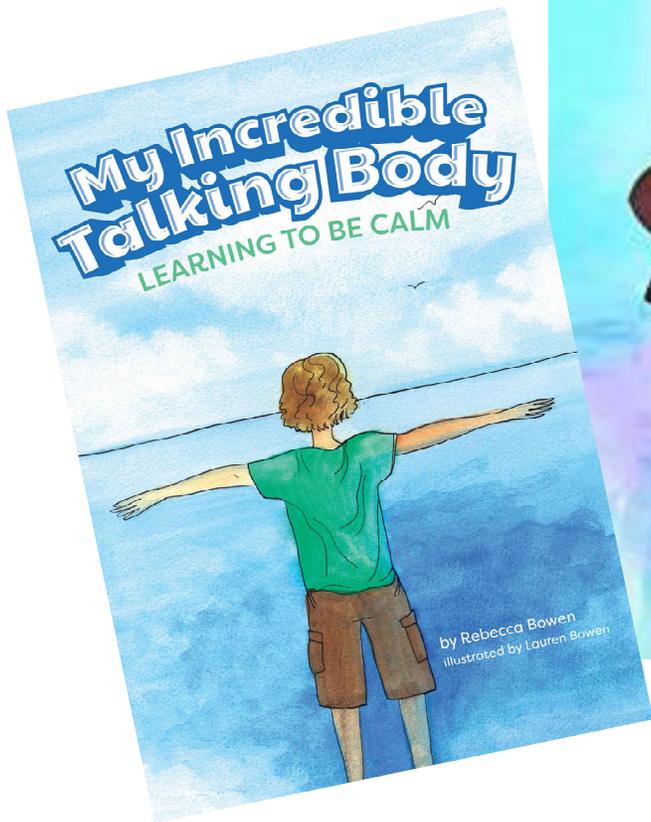
Teach Children To Self-Soothe Self-Calm, Practice Impulse Control & Self-Regulate



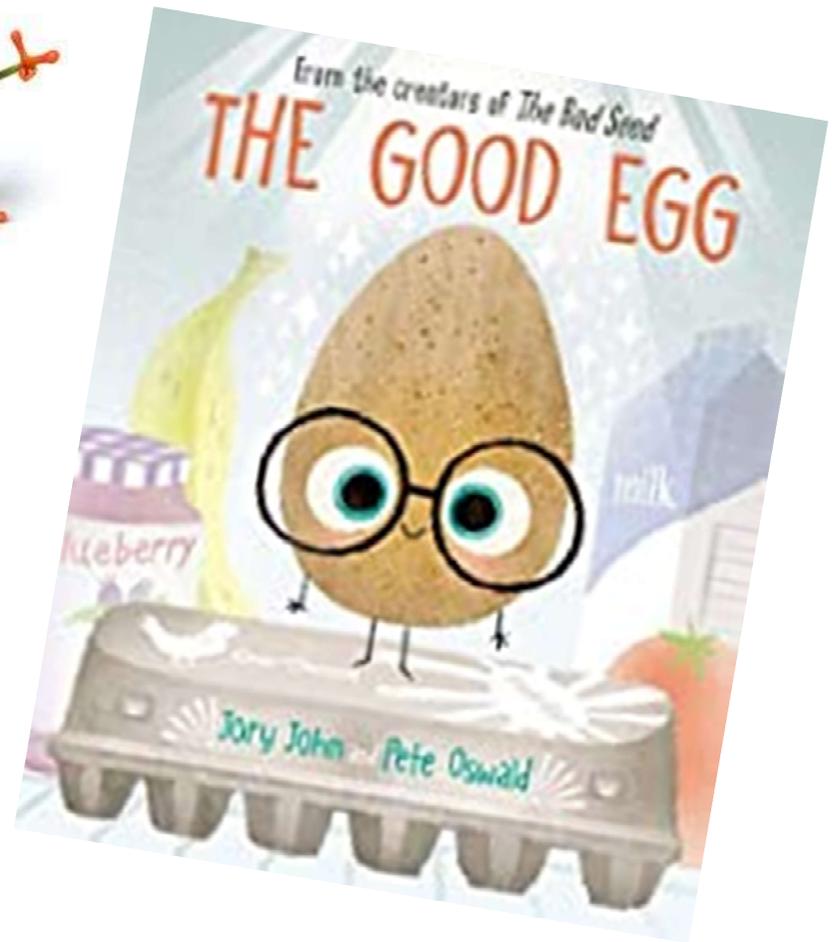
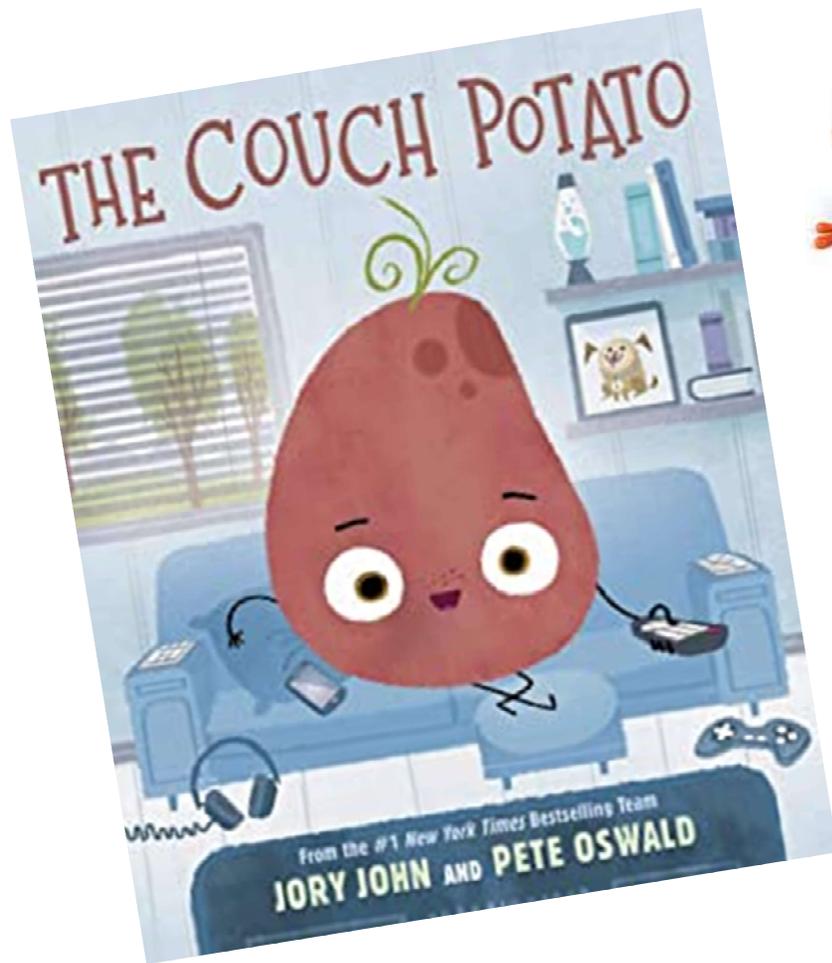
Teach Children To Calm Themselves



Teach Children To Notice Bodily Sensations & Emotions



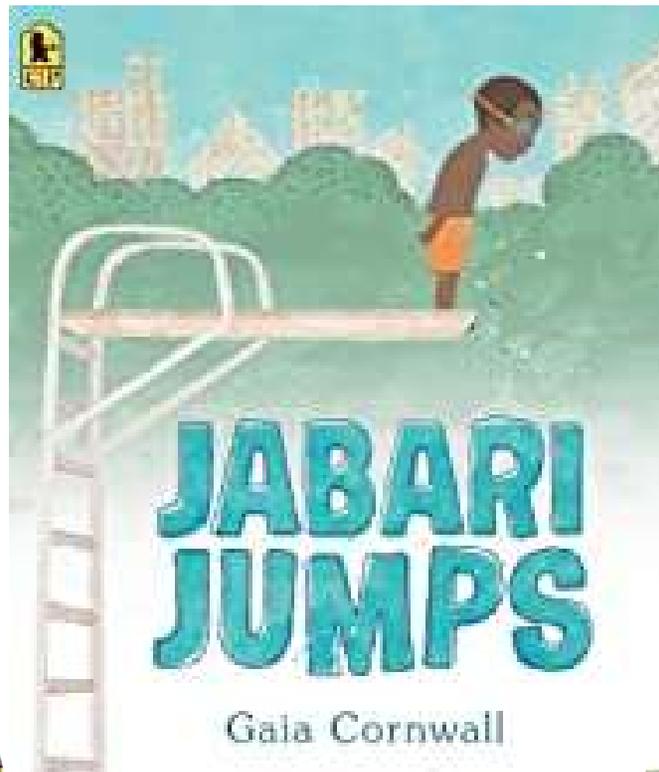
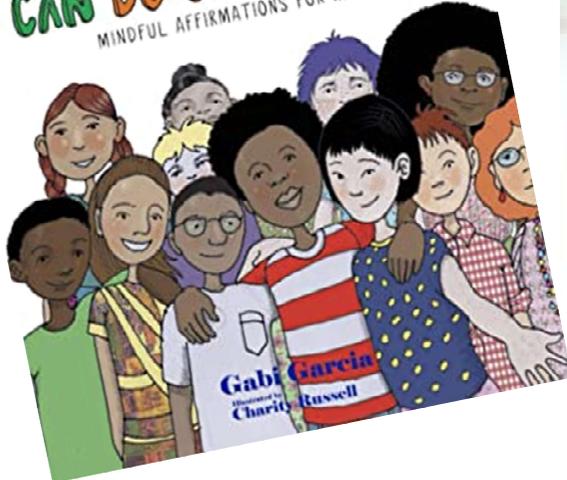
Teach Children To Feel Pride & Responsibility



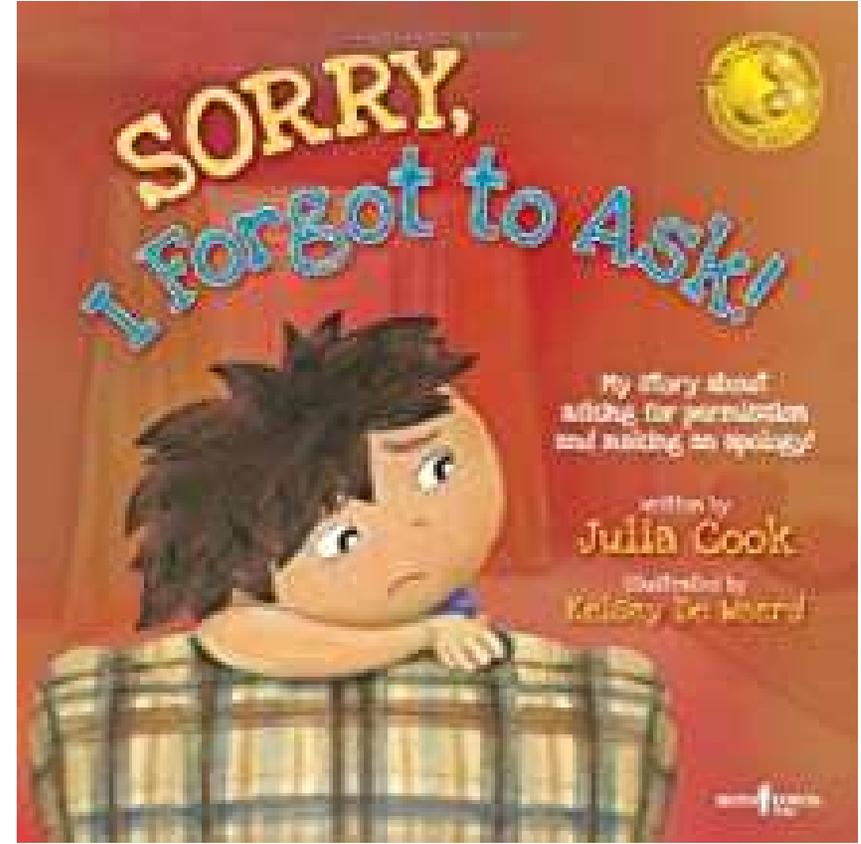
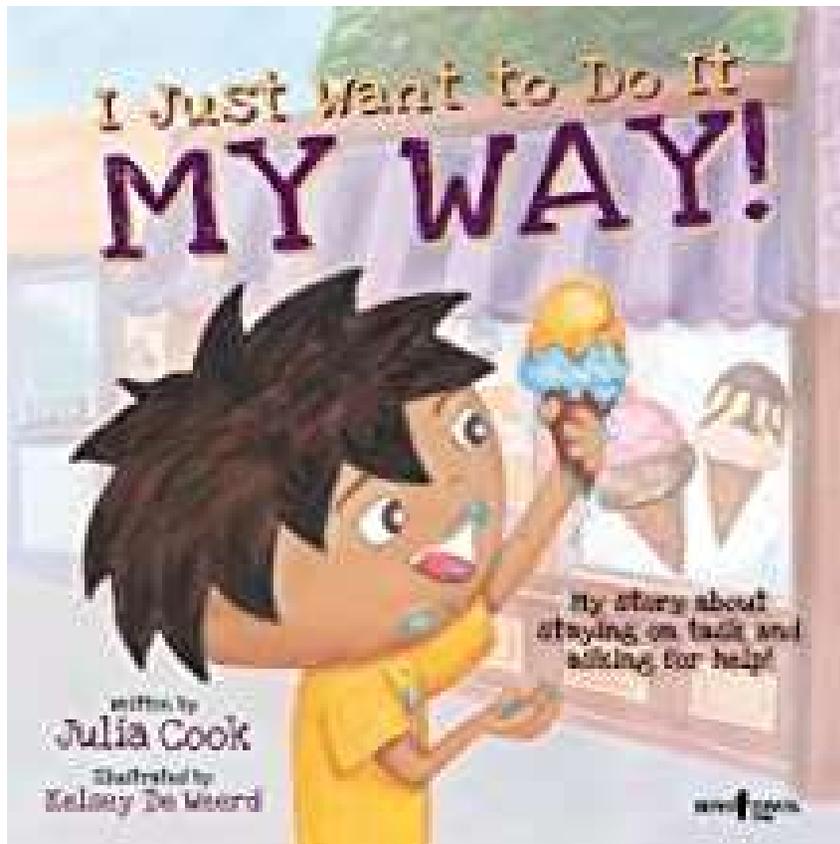
Teach Children To Persevere & Keep Trying



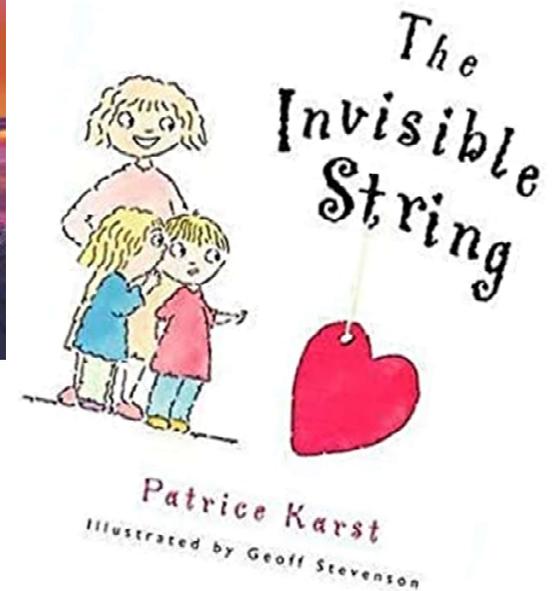
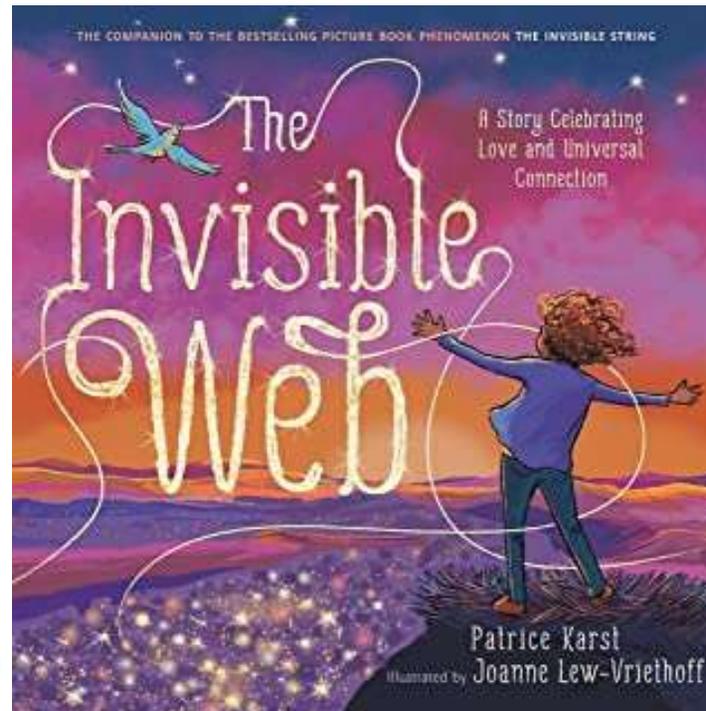
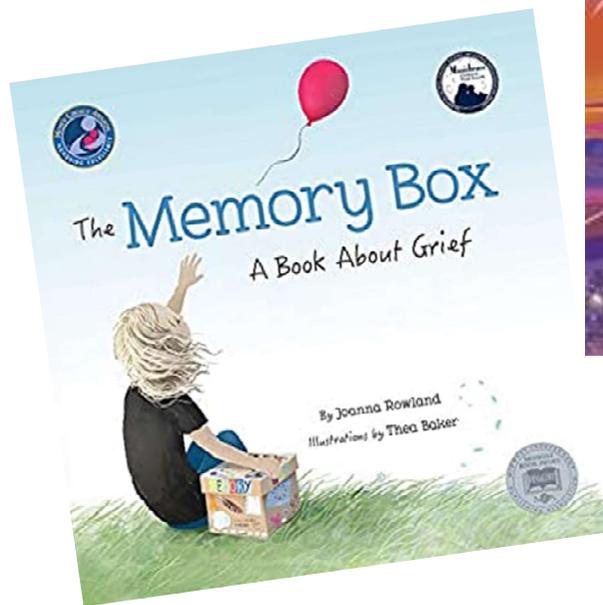
I CAN DO HARD THINGS
MINDFUL AFFIRMATIONS FOR KIDS



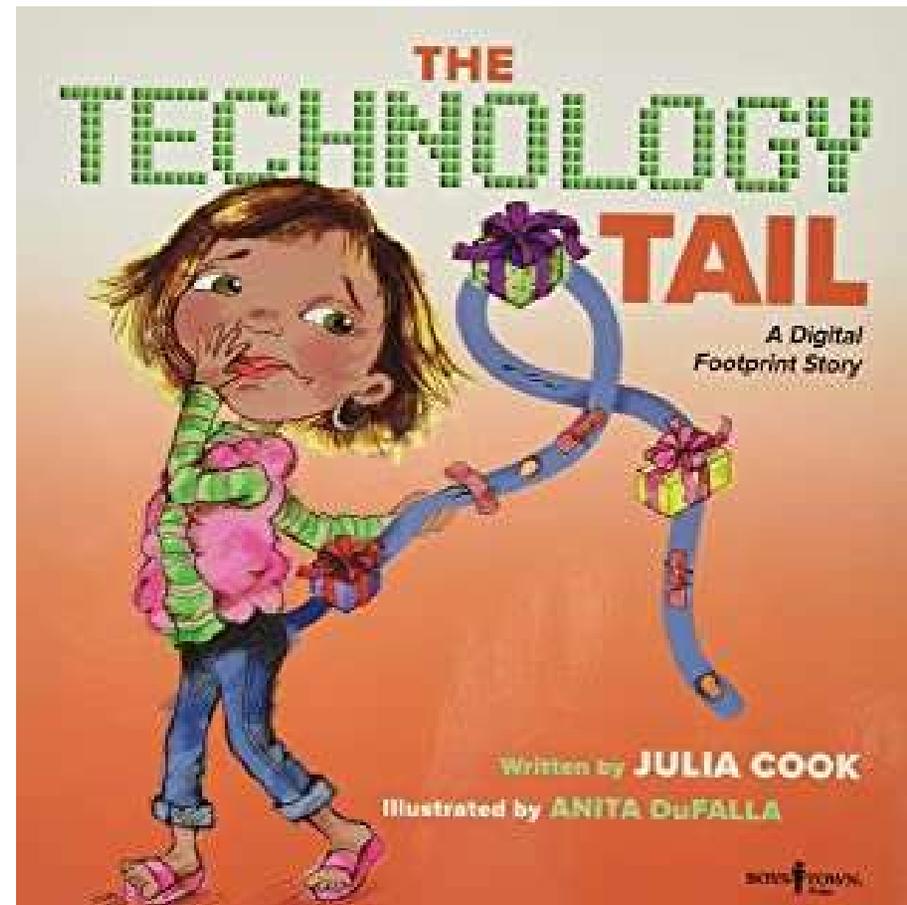
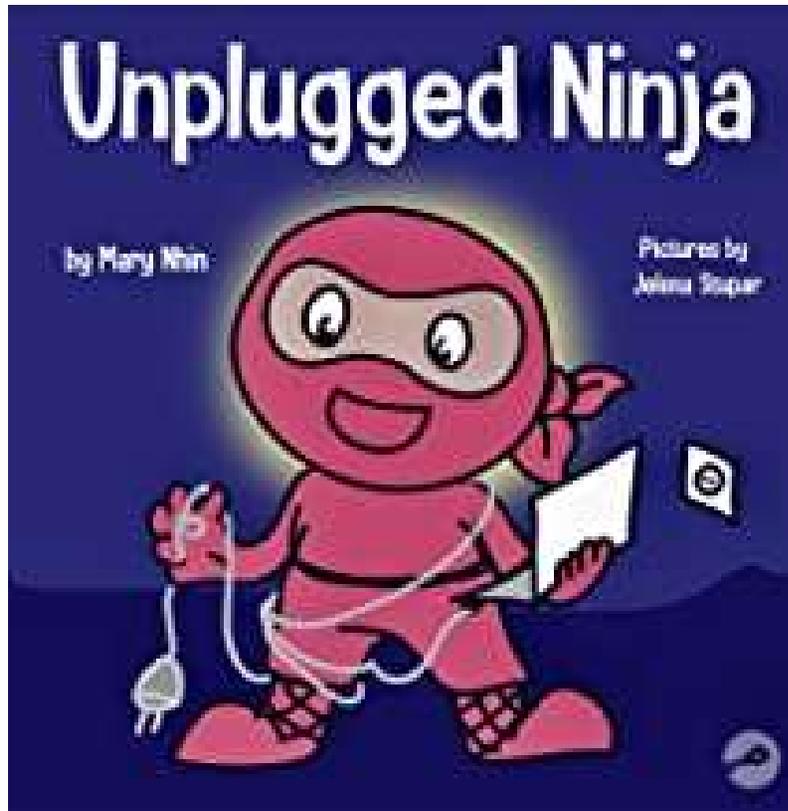
Teach Children To Ask For Help From An Adult



Teach Children To Soothe Loss Grief & "Missing" Feelings



Teach Children To Unplug From Technology



OrchardHumanServices.org/Trauma



Coronavirus Correction™

**Using Brain Science to Help Children
Recover from the Pandemic**



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