

Why Do I Feel Like I Can't Handle This?

Rethinking children's behaviors from a trauma-informed, sensory-based lens

Dr. Amanda Holliday-Bembridge, IMH-E®



DC EARLY EDX

DCEARLYEDX.ORG





Objectives

- Examine beliefs about children's behavior from a traditional perspective.
- Understand the causes of children's behavior from a new or different perspective, emphasizing a more empathetic approach.
- Explain how trauma and stress from the environment can have varying effects on an individual due to their epigenetics.

How it Started...

The way we currently think of children's behaviors

spoiled

annoying

drama queen

needy

bossy

manipulative

biter



brat

baby

difficult

lazy

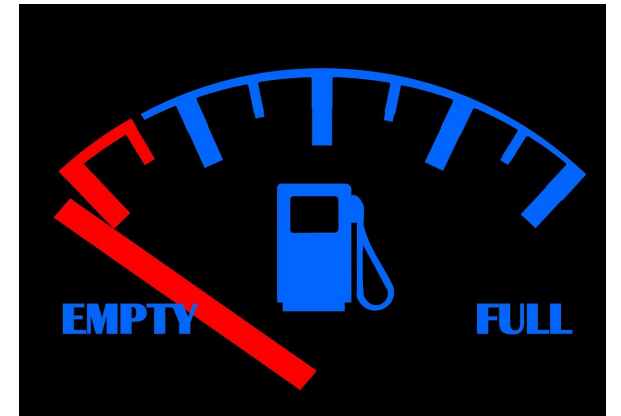
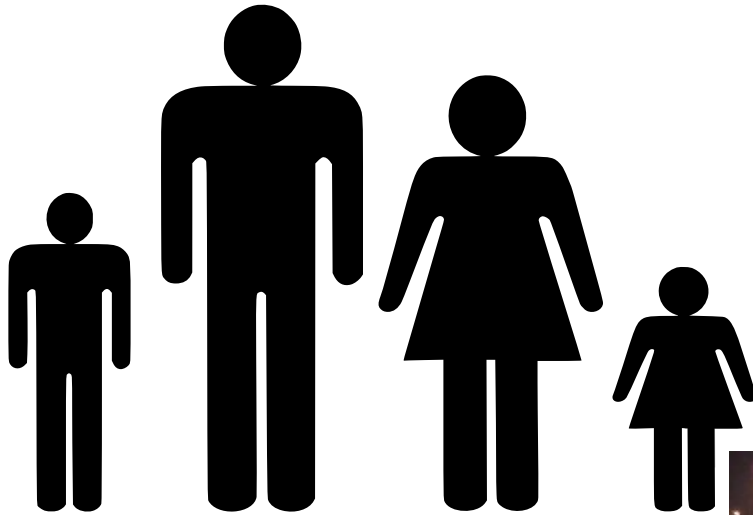
trouble maker

aggressive

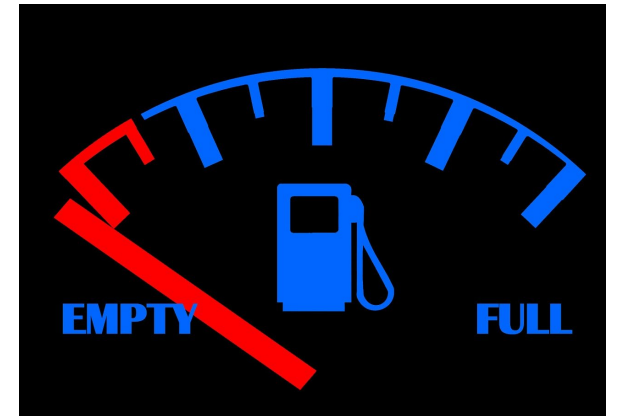
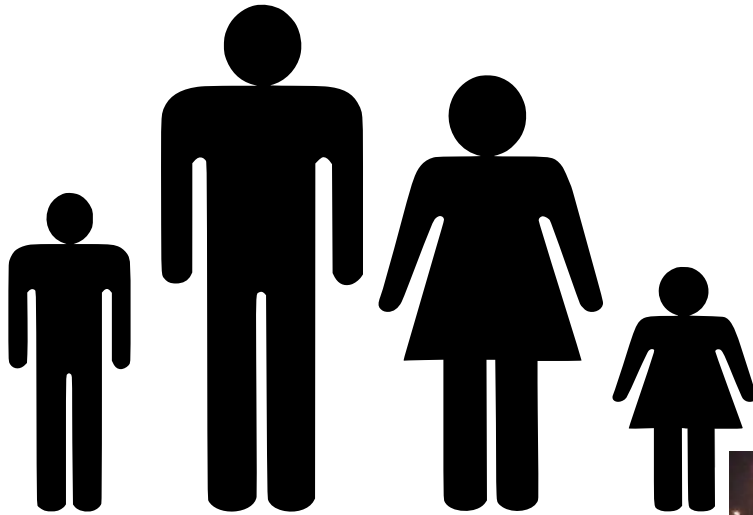
What is Stress?

Where does it come from?

What Do You Find Stressful?



What Do Your Students Find Stressful?



Direct Sensory Information



Indirect Sensory Information



Trauma



→ “An experience that produces psychological injury or pain”

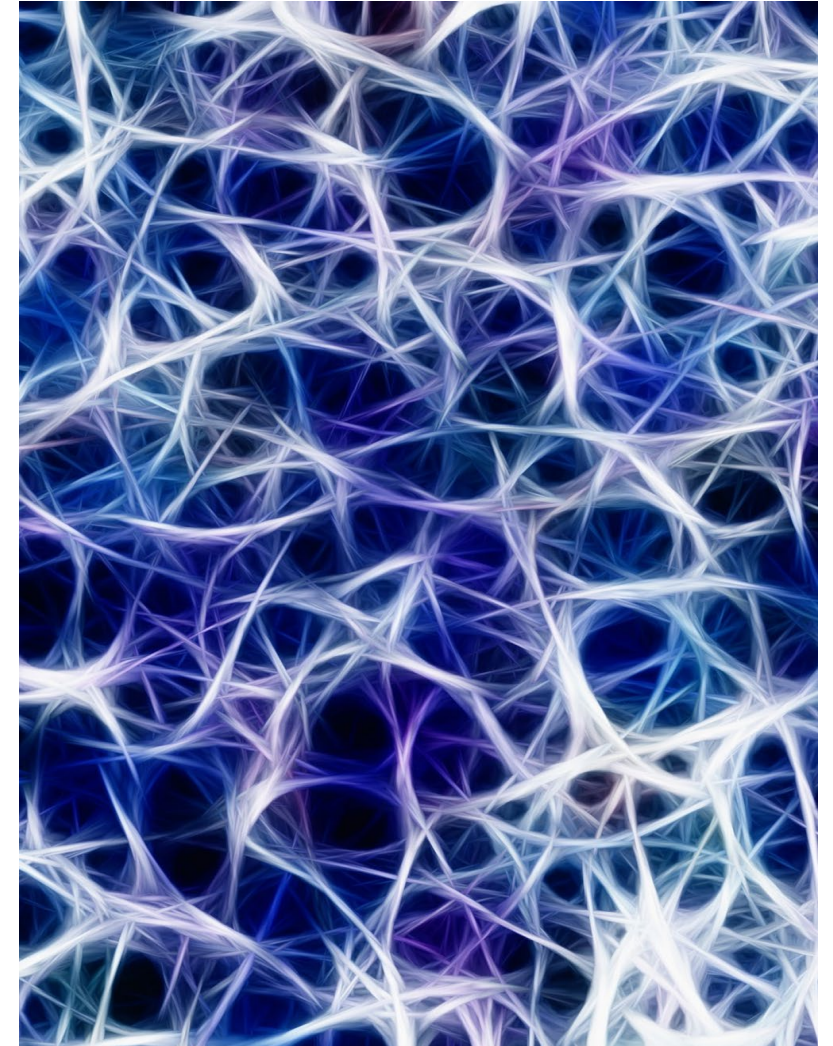
Merriam-Webster

Stress and the Body

What is Polyvagal Theory?

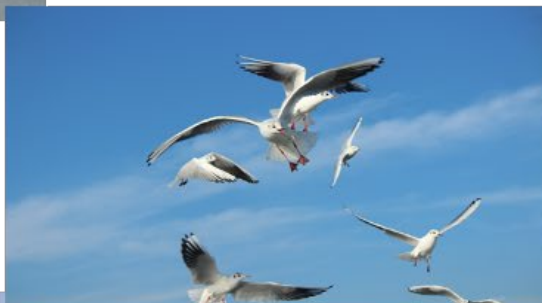
How Does Stress Affect the Body?

- Polyvagal Theory
 - Determining a sense of safety in order to engage socially
- Vagus nerve
- Fight, flight, or freeze
- Biological reactions to sensory information





Fight



Flight



Freeze



Socially Engaging with One Another

Self-Regulation and Co-Regulation

What's the difference?

Regulation

- Me
- Equal parts genetic (temperament) and epigenetic (environment)
- Practiced, can be learned and strengthened



Co-regulation

- Us
- One person receives regulation from another
- Our goal is not to be regulated all of the time but to be aware of when we are not!



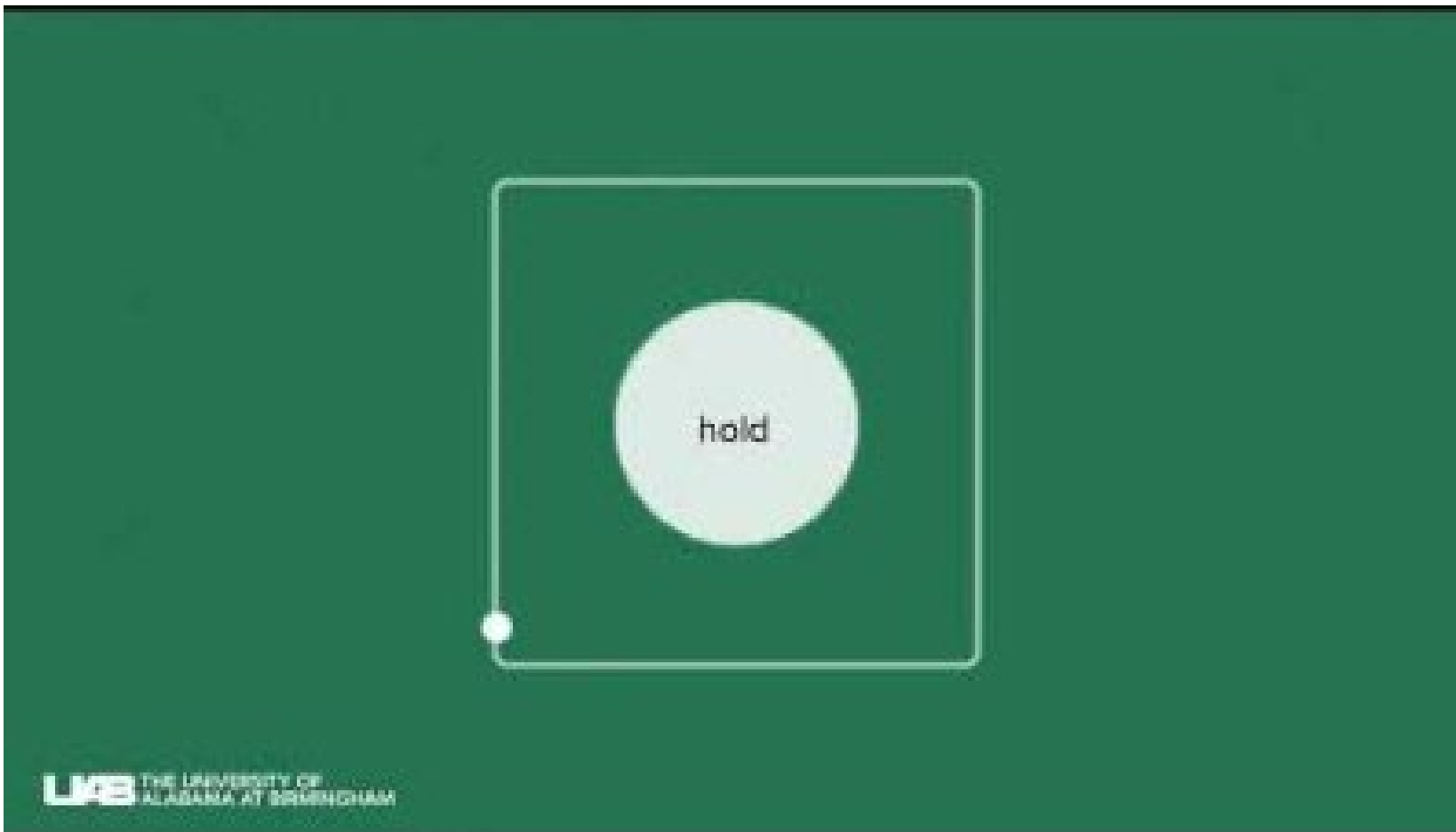
Combating Stress

What helps us? What helps kids?

Practice, Practice, Practice!



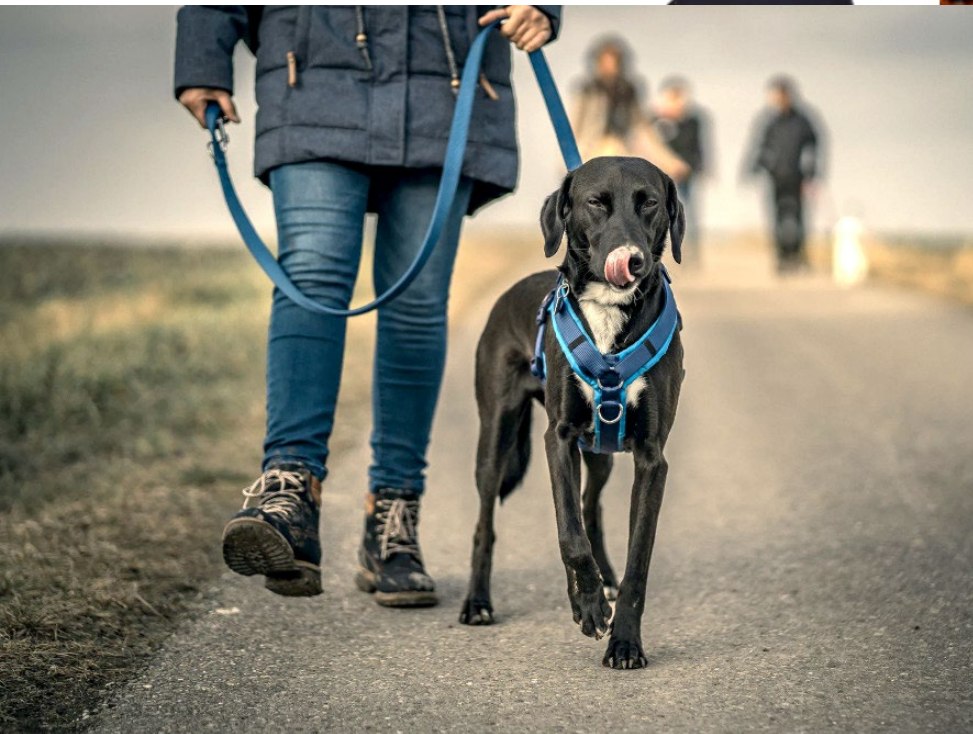
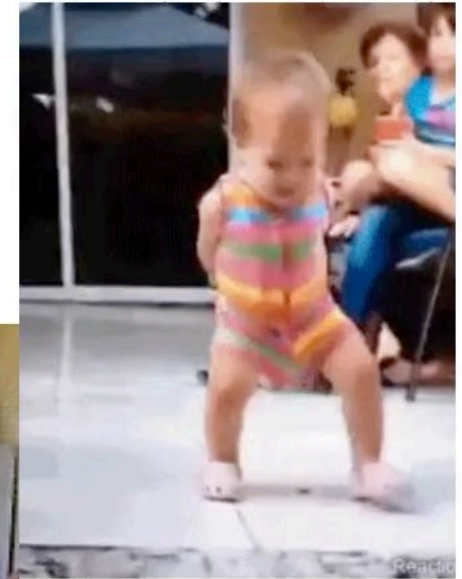
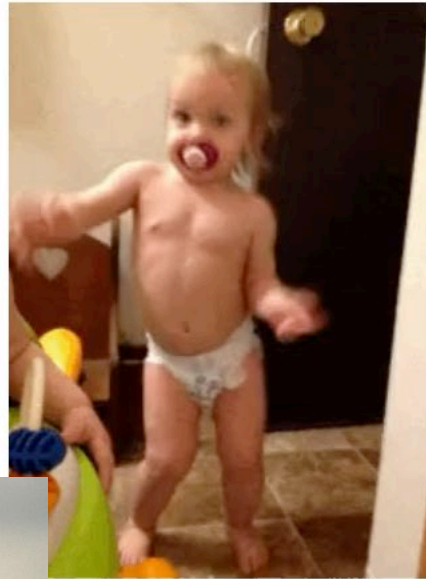
Breathing Techniques



Breathing Techniques



Movement



Calming



Get Help

ABOUT POLICY & ADVOCACY



INNOVATIONS

CONTACT

Co-Creating the Nurturing Connections Every Child Needs to Thrive

Transforming early childhood systems in DC and catalyzing nationwide change.

EXPLORE OUR IMPACT



A prevention and early intervention program offered through the Department of Behavioral Health (DBH). Our program supports the social-emotional development of children birth to five, and provides early childhood mental health consultation to child development centers and home providers across the District of Columbia.



DC's Healthy Futures Program
Early Childhood Mental Health Consultation



For More Information Contact:

Stephen O'Connor, LMFT
Branch Chief/Healthy Futures Program
DC Department of Behavioral Health
(202) 527-0840 Cell
Stephen.ocomor2@dc.gov



Georgetown University Thrive Center for Children, Families, and Communities

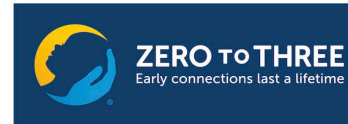
ABOUT LIBRARY OF RESOURCES

ABOUT

Team

Grantees

Our Work



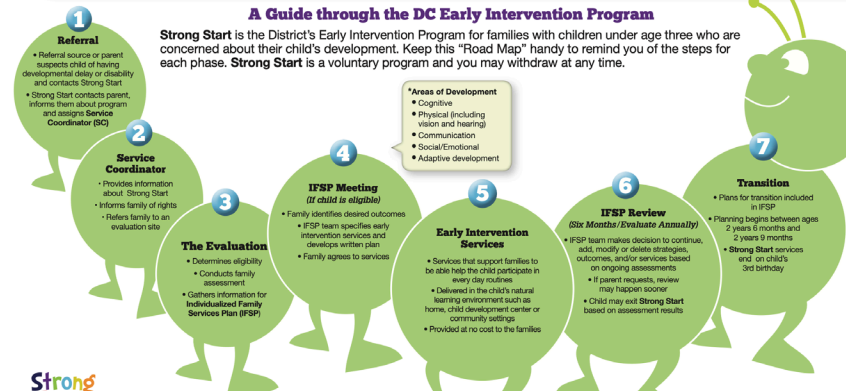
THRIVE CENTER

for Children, Families, and Communities

Strong Start Road Map

A Guide through the DC Early Intervention Program

Strong Start is the District's Early Intervention Program for families with children under age three who are concerned about their child's development. Keep this "Road Map" handy to remind you of the steps for each phase. Strong Start is a voluntary program and you may withdraw at any time.

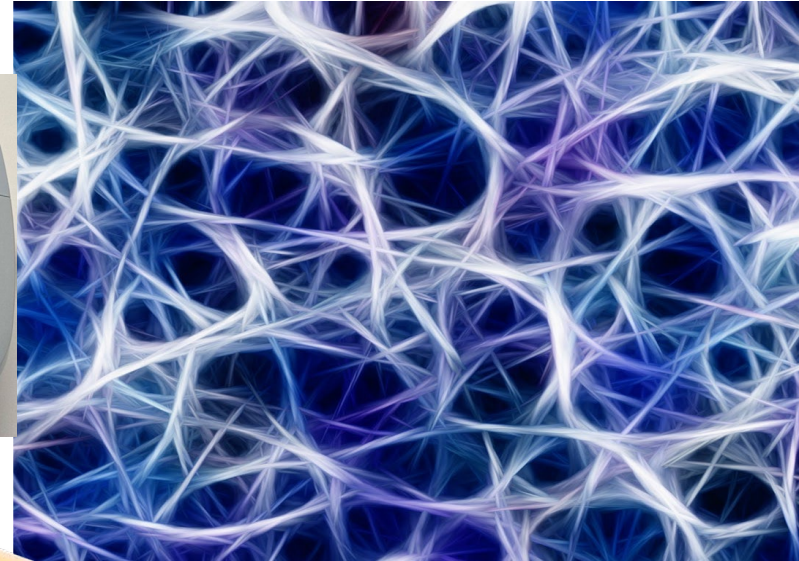
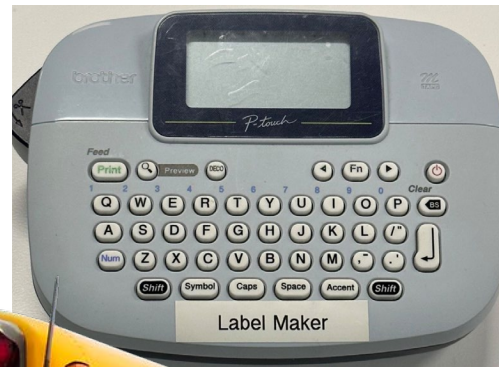


Don't wait and wonder.

If your child is younger than three and you have questions, call 202-727-3665 or visit osse.dc.gov.
Parental/guardian's consent required for the evaluation, IFSP, provision of services in IFSP, and transition.



WHY DO I FEEL LIKE I CAN'T HANDLE THIS?



Thank You For Coming!

Amanda@DoctorTeacherMommy.com

www.DoctorTeacherMommy.com

