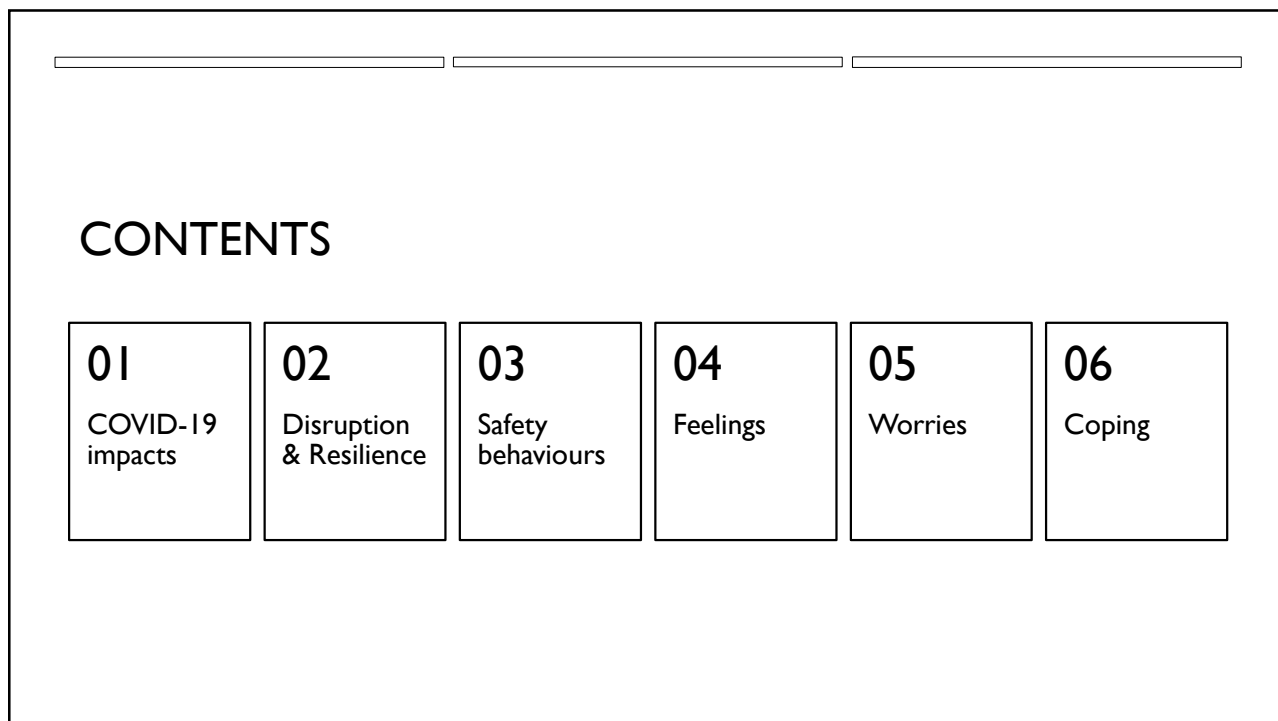




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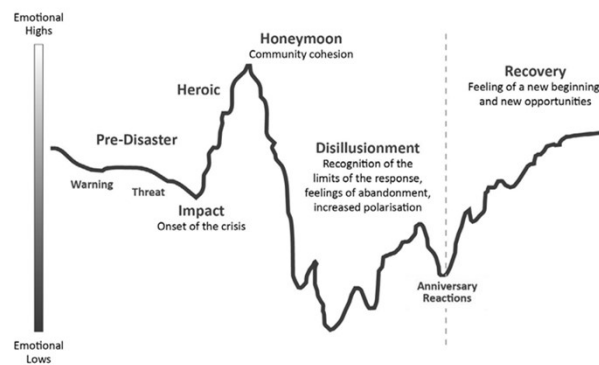


2

- Pass emotional stability (co-regulation) to students and colleagues via secure attachment behaviour and down-regulated body language
- Heightened fearful behaviours likely from stressed humans – worse than usual
  - Fear provokes advance/retreat behaviour and emotions are contagious
- Mindset must protect your mental health to be able to care for others
- This is not what you signed up for but it's the Now and dance we must

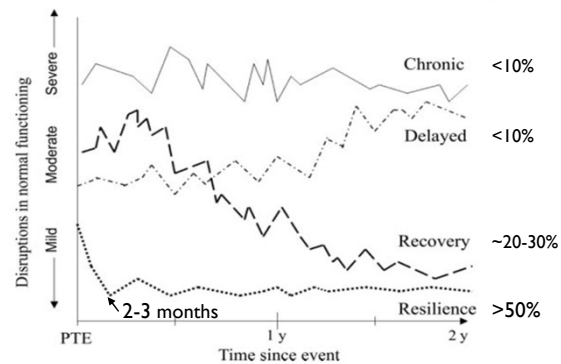
## 1. COVID-19 – AT SCHOOL

3



## 2. DISRUPTION IN FUNCTIONING - COMMUNITIES

4



**FIGURE 1**  
Prototypical patterns of disruption in normal functioning across time after potentially traumatic events (PTE). Reproduced with permission from Bonanno GA. Loss, trauma, and human resilience. *Am Psychol*. 2004;59:20–28.


## 2. DISRUPTION IN FUNCTIONING - INDIVIDUALS

5


1. Basic needs met
2. Connections & support
3. Meaningful activities
4. Emotional flexibility & kind, clear communication
5. Compassion & grace & forgiveness for all
6. Strengths and motivational enhancement

## 2. RESILIENCE – WELLBEING


6



What heroism has inspired you in this situation?




Most of us have some history with disruption, bereavement or loss. Can you identify your past recovery trajectories?




If true, what got in your way of resilient functioning? Is that still the case? Are you confident to stay afloat now? If not, please seek support.

## 2. DISRUPTION AND RESILIENCE - REFLECTION


7



Have you developed new safety behaviours?



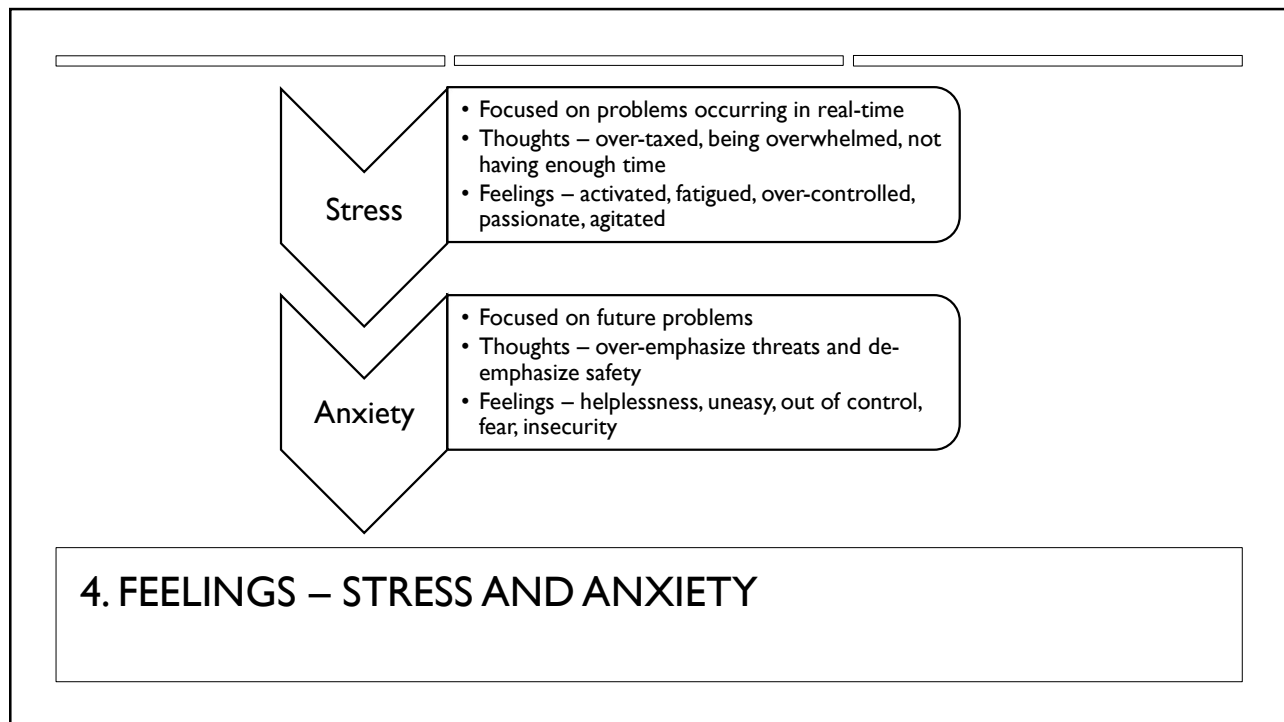
Have you noticed you're more alert to your environment, especially when you're out? How's that been for you?



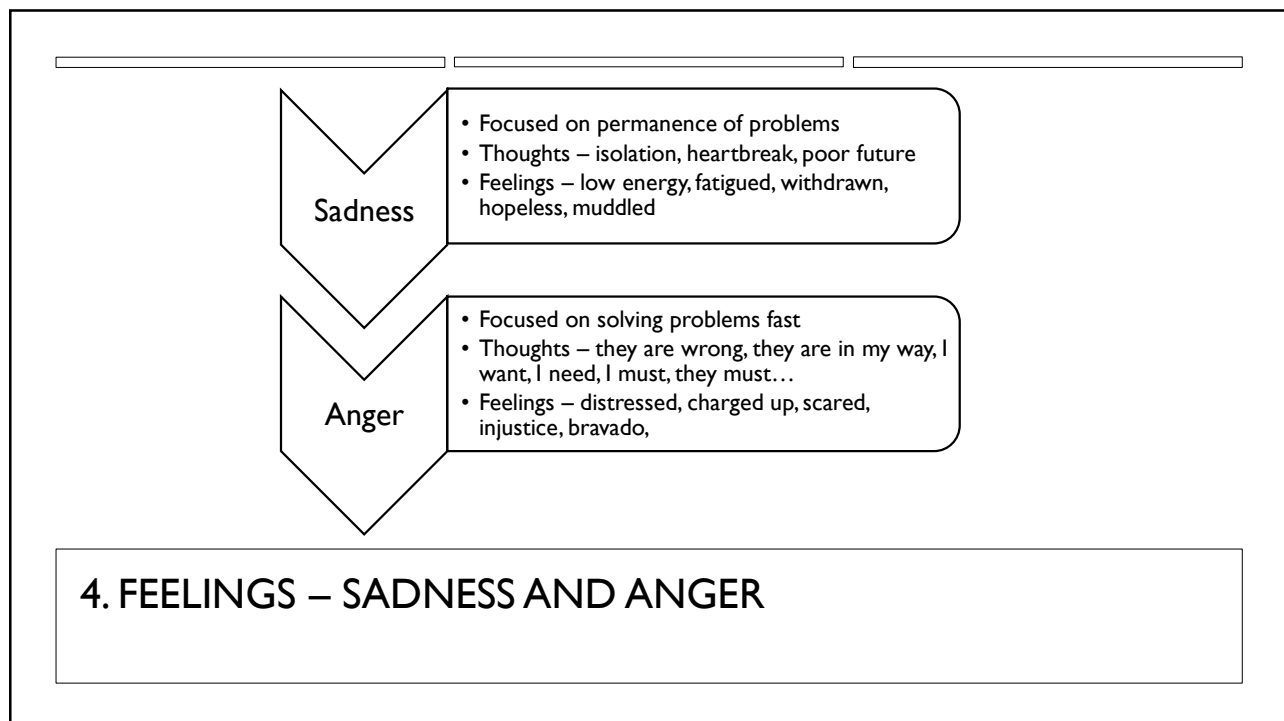
Have you got some new fears you never had before? What helpful answers do you provide for your scared self?

## 3. SAFETY BEHAVIOURS – REFLECTION

8



9



10



Be aware of emotional mirroring anger/fear

Notice others and own language/stance/pitch

- Lower volume and pitch
- Slow body movements
- Rhythmic pauses in speech
- Non-threatening eye contact
- Clear, assertive language

## 5. FEELINGS – CONTAGION

11

**Fight Or Flight Response**

When faced with a life-threatening danger it often makes sense to run away or, if that is not possible, to fight. The *fight or flight* response is an automatic survival mechanism which prepares the body to take these actions. All of the body sensations produced are happening for good reasons – to prepare your body to run away or fight – but may be experienced as uncomfortable when you do not know why they are happening.

**Thoughts racing**  
Quicker thinking helps us to evaluate danger and make rapid decisions. It can be very difficult to concentrate on anything apart from the danger (or escape routes) when the fight or flight response is active.

**Changes to vision**  
Vision can become acute so that more attention can be paid to danger. You might notice 'tunnel vision' or vision becoming 'skippy'.

**Dry mouth**  
The mouth is part of the digestive system. Digestion shuts down during dangerous situations as energy is diverted towards the muscles.

**Heart beats faster**  
A faster heart beat feeds more blood to the muscles and enhances your ability to run away or fight.

**Nausea and 'butterflies' in the stomach**  
Blood is diverted away from the digestive system which can lead to feelings of nausea or 'butterflies'.

**Hands get cold**  
Blood vessels in the skin contract to force blood towards major muscle groups.

**Muscles tense**  
Muscles all over the body tense in order to get you ready to run away or fight. Muscles may also shake or tremble, particularly if you stay still, as a way of saying 'ready for action'.

**If we don't exercise (e.g. run away or fight) to use up the extra oxygen then we can quickly start to feel dizzy or lightheaded.**  
Dizzy or lightheaded

**Breathing becomes quicker and shallower**  
Quicker breathing takes in more oxygen to power the muscles. This makes the body more able to fight or run away.

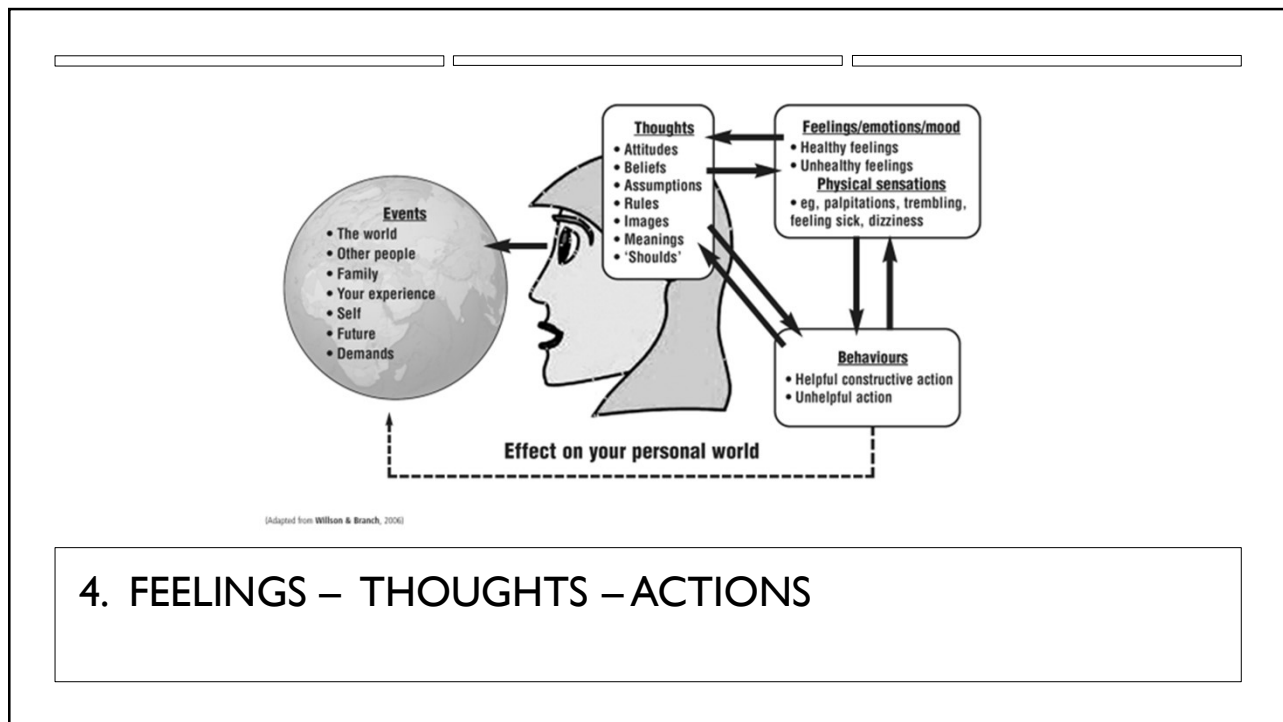
**Adrenal glands release adrenaline**  
The adrenaline quickly signals other parts of the body to get ready to respond to danger.

**Bladder urgency**  
Muscles in the bladder sometimes relax in response to extreme stress.

**Palms become sweaty**  
When in danger the body needs to keep cool. A cool machine is an efficient machine, so sweating makes the body more likely to survive a dangerous event.

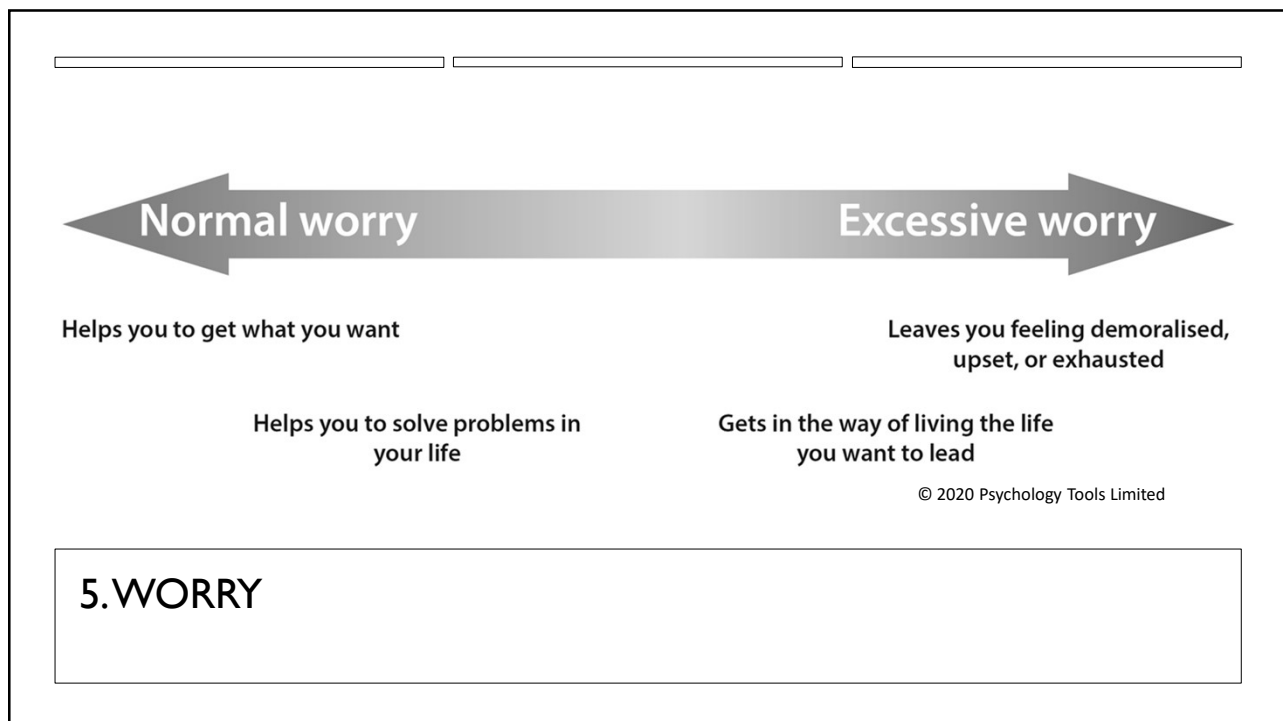
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12



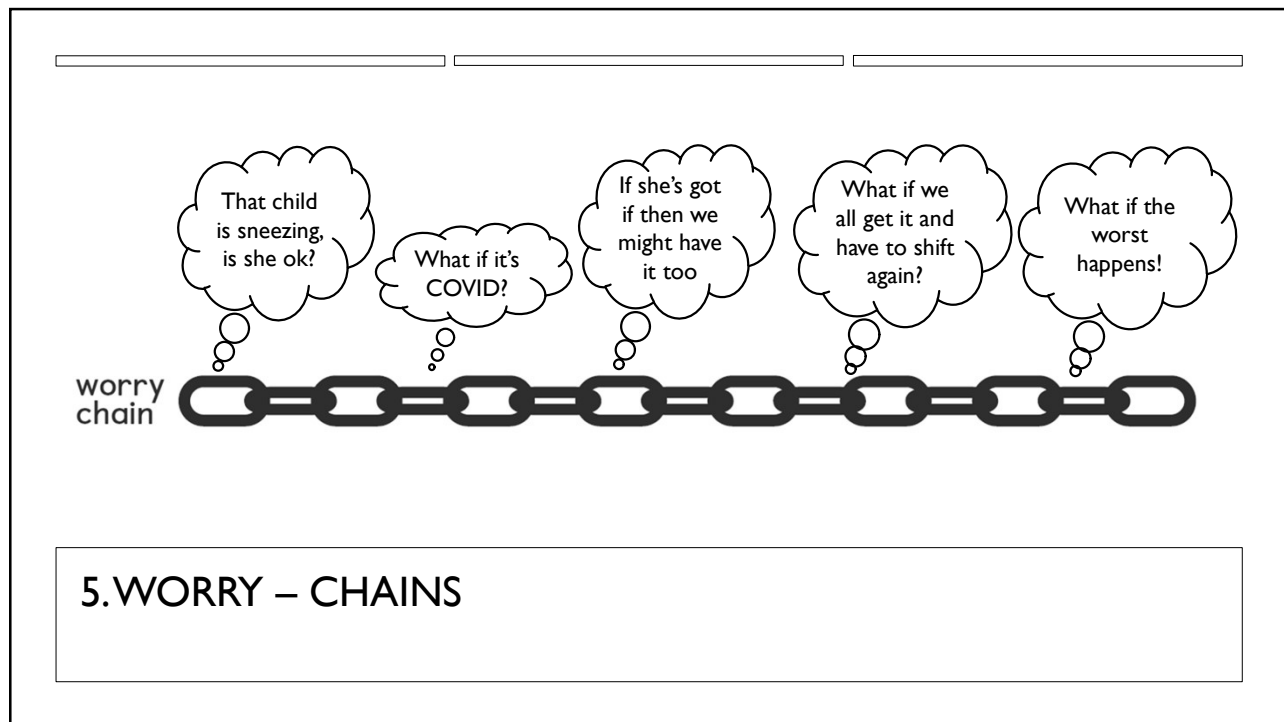
## 4. FEELINGS – THOUGHTS – ACTIONS

13

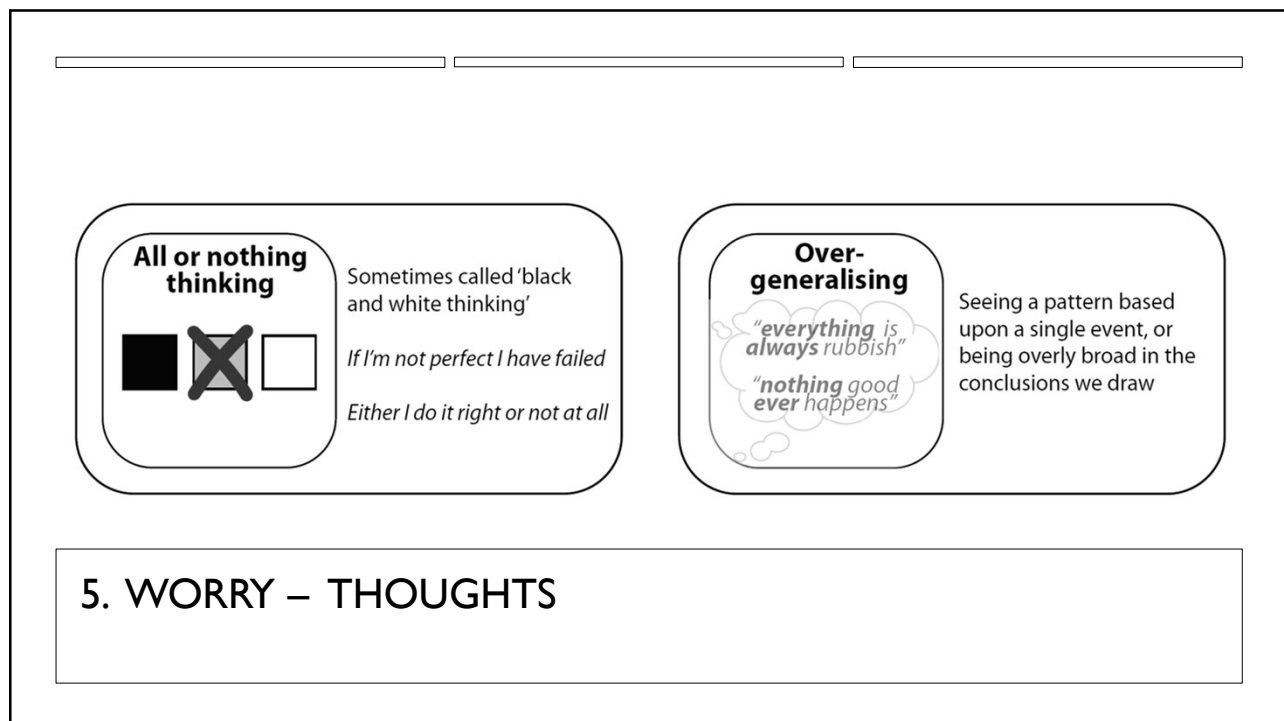


## 5. WORRY

14



15



16

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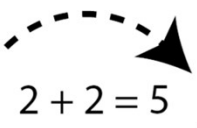


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**Jumping to conclusions**

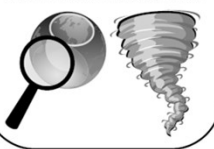


2 + 2 = 5

There are two key types of jumping to conclusions:

- **Mind reading**  
(imagining we know what others are thinking)
- **Fortune telling**  
(predicting the future)

**Magnification (catastrophising) & minimisation**



Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important

## 5. WORRY – THOUGHTS

17

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**Emotional reasoning**



Assuming that because we feel a certain way what we think must be true.

*I feel embarrassed so I must be an idiot*

**should  
must**

Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed


If we apply 'shoulds' to other people the result is often frustration

## 5. WORRY – THOUGHTS

18

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**Labelling**



Assigning labels to ourselves or other people

*I'm a loser  
I'm completely useless  
They're such an idiot*

**Personalisation**

***"this is my fault"***

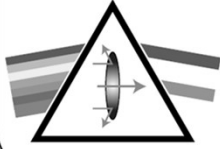
Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely, blaming other people for something that was your fault.

## 5. WORRY – THOUGHTS

19

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**Mental filter**



Only paying attention to certain types of evidence.

*Noticing our failures but not seeing our successes*

**Disqualifying the positive**



Discounting the good things that have happened or that you have done for some reason or another

*That doesn't count*

## 5. WORRY – THOUGHTS

20



Photo by [Ashley Richards](#) on [Unsplash](#)

## 5. WORRY – THOUGHT TRAINS

21



Take a minute to note down the route and destination of one of your worries.



Note when the worry is likely to be set-off, what cues you will use to be aware of this and one way you might kindly acknowledge the train.

## 5. WORRY – REFLECTION

22

- Acknowledge the strangeness & uncertainty we are living with
- Notice any anger or anxiety early and work on down-regulating for patience and lower reactivity
- Pay attention to your body and when it's experiencing sensory overload – down-regulate as needed
- Approach aggressive or regressive behaviours from a perspective of understanding and empathy
- Remember that squeaky wheels get the grease so neither us nor the students will stop until greased
- Stay curious and stay empathetic

## 6. COPING

23

- Stress-reduction scheduled as a priority
  - Body-oriented strategies (nutrition, movement, sleep, sunshine, outdoors)
  - Expressive techniques (writing, making, dancing, flow-states)
- Compassionate communication (honest, clear, validating, empathizing)
- Build family and team cohesion – plan for the disillusionment phase
- Pace activities – calm & measured



## 6. COPING

24

The THINK Technique – check out your thoughts

- **T**True? – 100% true? Facts v opinions?
- **H**elpful? – Is attention to this useful to me or others?
- **I**nspiring? – Keeps me going v sticks me up?
- **N**ecessary? – Is it important to focus on? Is it necessary to act?
- **K**ind? – Is the thought kind? Is more lee-way or empathy needed?

Connect with Values and Act with purpose  
Your time and intention are precious



## 5. WORRY TOOL – T.H.I.N.K.

25

1. **R**ecognise what you are feeling
2. **A**ccept and allow
3. **I**nvestigate – how does this feel in my body, what's present in me now, non-judgmental curiosity
4. **N**urture with compassion

Choose valued action and do it



## 6. COPING TOOL – EMOTION RAIN

26



Watch out for your ANTs



### Automatic Negative Thought

- Catch (use thinking styles)
- Check (use THINK)
- Compassion (use RAIN)
- Course correction

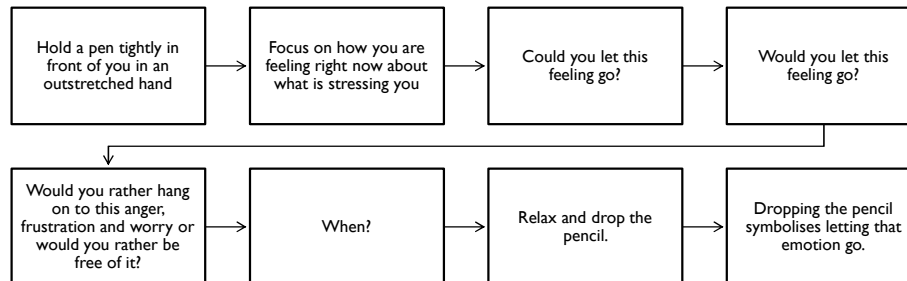
## 6. COPING TOOL – ANT<sub>s</sub>

27

1. Catch I won't cope They won't behave properly He's a [insert label here]
  - Awareness of thinking styles – eg jumping to conclusions, magnification and minimisation
2. Check
  - True? – 100% true? Facts v opinions?
  - Helpful? – Is attention to this thought useful to me or others?
  - Inspiring? – Keeps me going v slows me up?
  - Necessary? – Is it important to focus on?
  - Kind? – Is the thought kind?
3. Compassion
  - Recognise what I'm feeling – uncertainty, fear, anxiety, distress, fatigue etc.
  - Accept and allow – this is ok, breathe and allow my emotions to be the weather and I, the sky
  - Investigate (kindly note what's going on in my body – clenched tummy, frowny face)
  - Nurture with compassion – allow the feeling space & soothe yourself if you are over-activated, charge up if you're under-activated
4. Course correction – note your strengths, choose your valued action, and do something

## 6. COPING TOOL – 4C<sub>s</sub>

28



## 6. COPING TOOL – LET IT GO

29

- Face reality, embrace grief, and find hope
- Plan what to bring back into the new business-as-usual
  - Connections, compassion, leeway, love, asynchronous learning, mixed contact, flexibility
- Construct a narrative of the experience that describes the sequence, timing, environments, feelings and actions of both negative and positive events, ends in the safe now if needed
- Design school-based rituals (commemorative and celebratory)
  - opt-in only, no forced emotions


*Habits we should all keep after Covid-19*

- ★ Supporting small local businesses.
- ★ Making "concern for our most vulnerable" an urgent priority. All caring about it.
- ★ Slowing down.
- ★ Checking in on people. ♥♥
- ★ Singing from our balconies, together.
- ★ Thinking about what REALLY matters.
- ★ RESTING.
- ★ Realising that we're all in this together.


@ECO<sup>SM</sup>EM-

## 6. COPING – SOLACE


30



What coping tools do you use well? What would you like to learn?



What are some barriers that might interfere with your useful coping tools?



While you're feeling fine brainstorm some ways you might get past the barriers, so your brain has some ideas when stressed.

### 3. COPING – REFLECTION

31

- Report 9: Impact of non-pharmaceutical interventions (NPIs) to reduce COVID-19 mortality and healthcare demand. <https://www.imperial.ac.uk/media/imperial-college/medicine/sph/ide/gida-fellowships/Imperial-College-COVID19-NPI-modelling-16-03-2020.pdf>
- <https://medium.com/@tomaspuoyo/coronavirus-the-hammer-and-the-dance-be9337092b56>
- Cognitive-journaling-a-systematic-method-to-overcome-negative-beliefs - <https://betterhumans.coach.me/cognitive-journaling-a-systematic-method-to-overcome-negative-beliefs-119be459842c>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/Coronavirus-Anxiety-Workbook.pdf>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/coronavirus-living-with-worry-in-times-of-uncertainty.pdf>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/doing-what-matters-in-times-of-stress.pdf>
- Compassion satisfaction/fatigue quiz <https://zenithpsychology.com.au/wp-content/uploads/2020/05/compassion-satisfaction-and-fatigue-stamm-2009.pdf>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/Coronavirus-Anxiety-Workbook.pdf>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/coronavirus-living-with-worry-in-times-of-uncertainty.pdf>
- <https://zenithpsychology.com.au/wp-content/uploads/2020/05/doing-what-matters-in-times-of-stress.pdf>
- Plan a personal Coping skills list - <https://zenithpsychology.com.au/wp-content/uploads/2018/10/123-Coping-skills-graphic-and-openended.pdf>

## READINGS

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	 <p><b>ZENITH</b> — PSYCHOLOGY —</p>	
<p>Dr Aimee Maxwell</p> <p><a href="mailto:admin@zenithpsychology.com.au">admin@zenithpsychology.com.au</a></p> <p>0456-033-200</p> <p><a href="http://www.zenithpsychology.com.au/amh-handouts">www.zenithpsychology.com.au/amh-handouts</a></p>		