

Parenting in the Storm: Helping Our Kids through the Pandemic



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How to Identify Stress and Burnout

- You no longer look for ways to improve. Last year's material (or 5 years ago) is good enough for today.
- Others see you as sarcastic and inflexible.
- You have trouble delegating tasks and need to do everything yourself. You lack faith in those around you.
- You have a compelling need to always check email right as it comes in.
- The thought of a new day brings feelings of dread.
- You think about work constantly during your personal time.
- You fall behind in work or find yourself canceling appointments.

Physical Stress Signs	Cognitive Stress Signs
Headaches	Exhaustion
Teeth grinding	Negative rumination
Insomnia	Inability to focus on a task
Irritability, anger	Reduced libido
Muscle tension	Reduction in joy
Gastric disturbance	Mental fatigue
High blood pressure	Feelings of futility
Rapid heartbeat	Devaluing of co-workers

Cost of Stress and Burnout

- Job performance decreases, mistakes increase
- Office morale drops
- Isolation from others
- Work relationships suffer, personal life suffers
- Increased risk for substance abuse
- Increased risk for problems with physical and mental health
- Decreased sense of self esteem and confidence
- High staff turn over (\$), increased use of sick leave (\$)
- Lack of collaboration with other offices

Stress vs. Burnout

Stress	Burnout
Characterized by over engagement	Characterized by disengagement
Produces a sense of urgency and hyperactivity	Creates a sense of helplessness and hopelessness
Loss of fuel and energy	Loss of ideals and hope
Emotions become over-reactive	Emotions become blunted

Best Practices in Managing Stress

- Prepare for the morning the evening before. Choose breakfast, make plans for lunch, put out the clothes you plan to wear, etc.
- Don't rely on your memory. Write down appointment times, when to do the laundry, when library books are due, papers need to be turned in, etc.
- Do nothing which, after being done, leads you to tell a lie.
- Be prepared to wait. A paperback can make a wait in a post office line almost pleasant.
- Procrastination is stressful. Whatever you want to do tomorrow, do today; whatever you want to do today, do it now.
- Don't put up with something that doesn't work right. If your alarm clock, wallet, shoe laces, windshield wipers - whatever- are a constant aggravation, get them fixed or get new ones.
- Eliminate (or restrict) the amount of caffeine in your diet.
- Always set up contingency plans, "just in case." ("If for some reason either of us is delayed, here's what we'll do. . ." or, "If we get split up in the shopping center, here's where we'll meet.")
- Say "No." Saying "no" to extra projects, social activities, and invitations you know you don't have the time or energy for takes practice, self-respect, and a belief that everyone, everyday, needs quiet time to relax and be alone.
- Allow yourself time - everyday - for privacy, quiet, and introspection.
- Turn off your phone. Want to take a long bath, meditate, sleep, or read without interruption? Drum up the courage to temporarily disconnect. (The possibility of there being a terrible emergency in the next hour or so is almost nil.)
- Make friends with non-worriers. Nothing can get you into the habit of worrying faster than associating with chronic worrywarts.
- Create order out of chaos. Organize your home and workspace so that you always know exactly where things are. Put things away where they belong and you won't have to go through the stress of losing things.
- Writing your thoughts and feelings down (in a journal, or on paper to be thrown away) can help you clarify things and can give you a renewed perspective
- When the stress of having to get a job done gets in the way of getting the job done, diversion - a voluntary change in activity and/or environment - may be just what you need.
- Talk it out. Discussing your problems with a trusted friend can help clear your mind of confusion so you can concentrate on problem solving.
- Do one thing at a time. When you are with someone, be with that person and with no one or nothing else. When you are busy with a project, concentrate on doing that project and forget about everything else you have to do.
- If an especially unpleasant task faces you, do it early in the day and get it over with, then the rest of your day will be free of anxiety.
- Have an optimistic view of the world. Believe that most people are doing the best they can.

Social Emotional Learning (SEL)

SEL is defined as the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL focuses on knowledge, attitudes, and skills in five competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.¹

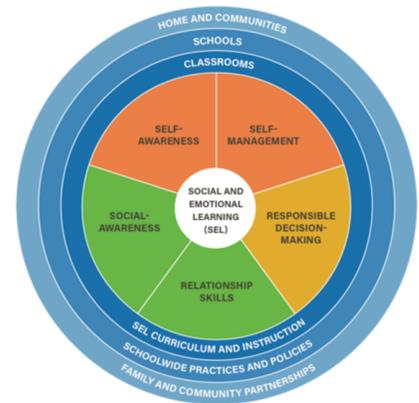
Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.²



The Study Cycle³

Do you have trouble building study time into your schedule? Do you find yourself waiting until the last minute to study for exams? The Study Cycle, adapted from Frank Christ’s PLRS system by Sandra McGuire in her book *Teach Students How to Learn*, is a guide to help you build effective studying into your everyday life. On the surface, each step may seem obvious, but all too often students take shortcuts and miss important opportunities to benefit from the interplay of each step of the cycle. In the Study Cycle, each step builds on the previous one and distributes your learning throughout the semester, which is much more effective than waiting until the day before the test to study.

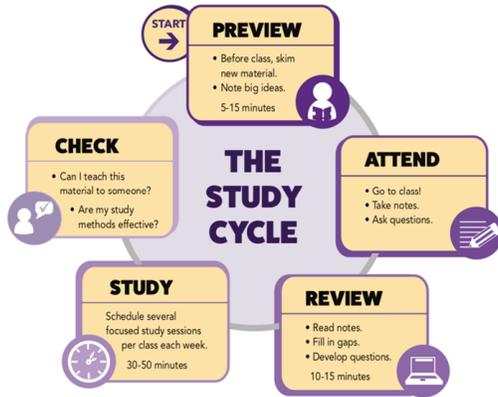
Step 1: Preview

Take a look at what you’ll be covering during lecture before you go to class. This will help you gain a sense of the big picture and anticipate how concepts fit together. You will get more

1 http://www.casel.org/wp-content/uploads/2017/11/ReadyToLead_FINAL.pdf

2 <https://casel.org/what-is-sel/>

3 <https://learningcenter.unc.edu/tips-and-tools/the-study-cycle/> The Writing Center, UNC at Chapel Hill



out of attending the lecture (step 2) if you already have some context for what you’re about to learn, and you can come into class with questions that you expect will be answered.

Make sure to do the pre-class reading. Even if your teacher does not specifically assign reading, you can use the course schedule on the syllabus to find out what will be covered and preview the content. If you’re pressed for time, it is okay to skim—focus on headings, introductions, and summary. If your professor provides you with learning

objectives or PowerPoint slides ahead of time, make sure to preview those and maybe even print them out to take notes on. The important thing to keep in mind here is that neither skimming, reading, nor attending class is incredibly effective on its own, but the combination (and sometimes repetition) of the two results in good learning. If you’ve heard a friend say “I don’t read for class because the professor covers everything in class,” they’re missing a huge opportunity to learn more from the lecture—meaning they’ll need to study more later in order to learn the material.

Step 2: Attend class

Of course, going to class is an important step in the study cycle, but just being physically present isn’t enough. Being attentive and engaged will help you get the most out of the experience. Class time is important, because this is when you get an understanding of the professor’s expectations and areas of focus (e.g., what’s going to be on the test), which will help you figure out what to focus on during your study sessions later (steps 3 and 4). It’s also a great opportunity to gain insight and intuition from your instructor and from other students in your class through asking questions and taking part in discussions.

During class, take notes in a way that will be useful to you. Taking notes by hand can help you remember the information—especially if you try to paraphrase in your own words. Try to stay off your phone/computer during class, unless you need it for an assignment. Keep track of your questions, and if you don’t get to ask them during class, make a plan to go to office hours or tutoring.

Step 3: Review

Take some time after class to go back over your notes. You don’t have to spend a long time doing this, but the sooner you do it the better. By reviewing soon after class, while the material is still fresh, you can fill in gaps and figure out what you might need help with.

When you’re reading back through your notes, make sure you’re actively engaging with the material. Passively letting your eyes scan over the material won’t actually help much. Instead, explain the material to yourself, summarize the key points, ask questions, and think about the big picture. Start to plan out how you might want to study the material you learned. If you’ve followed steps 1 and 2, this will be the third time you’re engaging with this content. Repeated

exposure to the material helps you remember and understand it more effectively.

Step 4: Study

Schedule several focused study sessions per week for each of your classes. These sessions don't have to be long; in fact, brief but intense study sessions tend to be more effective than trying to study for many hours at a time. Figure out how long you can stay focused and efficient—it may be just 20 to 30 minutes, but it will probably vary depending on the material—and then plan study sessions of this length throughout your week. By spreading your studying over time, you're studying much more effectively (this is called "distributed practice") and won't have to try to do less-effective marathon study sessions before the exam (also known as "massed practice"). Distributed practice helps you learn the material at a deeper level because you have more time to process it, see connections, and ask questions.

When you are planning your study sessions, it's important to set specific and realistic goals. Having a plan for what you're doing during the study session will help you use your time more efficiently. For more information about how to structure your study sessions check out this handout about intense study sessions. While studying, make sure to use active learning techniques. For example, you could work problems, create a concept map, or explain concepts out loud. In between your short study sessions take a break that will refresh you. After a productive study session, reward yourself.

Step 5: Check

The last step is the one that a lot of people forget about. It's important to check in with yourself to make sure what you're doing is working and being open to changing your techniques if it's not. After all, you wouldn't want to spend a lot of time doing something that is not helping you learn. To make sure that your studying is effective, take a step back on a regular basis and ask yourself some metacognitive questions. Practice self-testing on a regular basis. Discuss what you're learning with classmates. Check in with the learning objectives and make sure you are meeting them.

Want to learn more about the study cycle and create a plan to implement these practices? Make an appointment with an academic coach at the Learning Center to work on this or any of your other academic goals.

Motivational Interviewing Overview

Express Empathy

- Avoid communications that imply a superior/inferior relationship.
- Respect the student's freedom of choice & self-direction.
- Attitude change attempts are gentle, subtle & change is up to the student.

Develop Discrepancy

- Change occurs when a student perceives a discrepancy between where they are & where they want to be.
- Help student develop a discrepancy by raising their awareness of the adverse academic consequences of their choices.

Avoid Argumentation

- Avoid direct argumentation, which tends to evoke resistance.
- Don't seek to prove by force of argument.
- Show the consequences of their behavior.
- Help devalue perceived positive aspects of their negative choices.

Roll with Resistance

- Do not meet resistance head-on.
- "Roll with" the momentum
- Shift student's perceptions in the process
- Invite new ways of thinking.
- View ambivalence as normal.
- Evoke solutions from the student.

Support Self-Efficacy

- Self-efficacy is the belief that one can perform a particular behavior or accomplish a particular task.
- Persuade student that it is possible to change their own behavior & thereby reduce overall problems.

Anchor Factors

Social support	Empathy to others	School engagement	Religious supports
Family support	Perspective taking	Work engagement	Non-violent outlets
Positive outlook	Intimate relationship	Positive self-esteem	Problem solving
Limited lethal means	Knowledge of self	Consequence aware	Emotional stability
Social/political safety	Housing stability	Resiliency	Lacks reactivity

Stabilizing influences provide a framework for prevention programs and initiatives related to reducing the risk of targeted violence. By increasing and enhancing existing stabilizing influences, we reduce the risk of targeted violence. This helps guide those experiencing intense and harden belief's off the pathway of violence by scaffolding them with harm reduction strategies, building increased connection and supporting non-violent attitudes and behaviors.

These influences help support the at-risk individual move away from an increasingly violent ideology and undergirds their movement toward more socially adaptive and more positive, hopeful feelings about the future.

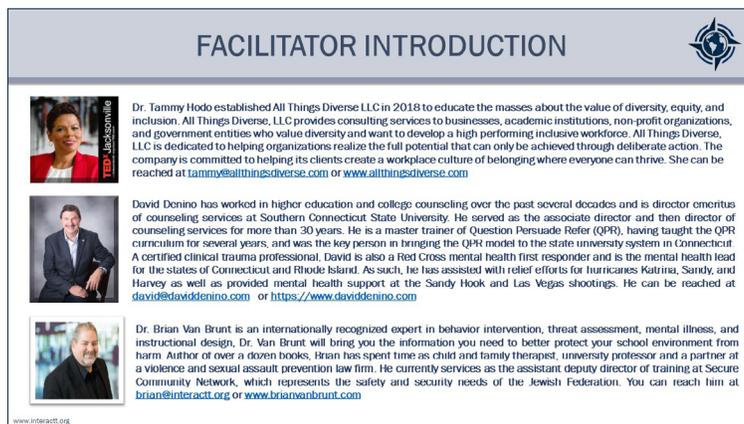
#	Factor	Description
1	Environmental and Emotional Stability	An individual's life experiences have consistency and constancy, and their reactions to change or crisis represent a similar calm and resilience.
2	Social Health and Relationships	They have stability in relationships with family, friends, and significant others.
3	Access to Non-Violent Outlets	Individuals have opportunities for positive collective action on issues and concerns instead of turning to violence.
4	Empathy and Connection	The empathetic or compassionate person demonstrates the ability to consider other's perspectives or other's ideals without seeing them as challenging or competitive to their own beliefs.
5	Positive Social and Individual Action	There is a focus on the betterment of a group or community and an awareness of how their choices result in positive or negative consequence.



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FACILITATOR INTRODUCTION



Dr. Tammy Hodo established All Things Diverse LLC in 2018 to educate the masses about the value of diversity, equity, and inclusion. All Things Diverse, LLC provides consulting services to businesses, academic institutions, non-profit organizations, and government entities who value diversity and want to develop a high performing inclusive workforce. All Things Diverse, LLC is dedicated to helping organizations realize the full potential that can only be achieved through deliberate action. The company is committed to helping its clients create a workplace culture of belonging where everyone can thrive. She can be reached at tammy@allthingsdiverse.com or www.allthingsdiverse.com

David Denino has worked in higher education and college counseling over the past several decades and is director emeritus of counseling services at Southern Connecticut State University. He served as the associate director and then director of counseling services for more than 30 years. He is a master trainer of Question Persuade Refer (QPR), having taught the QPR curriculum for several years, and was the key person in bringing the QPR model to the state university system in Connecticut. A certified clinical trauma professional, David is also a Red Cross mental health first responder and is the mental health lead for the states of Connecticut and Rhode Island. As such, he has assisted with relief efforts for hurricanes Katrina, Sandy, and Harvey as well as provided mental health support at the Sandy Hook and Las Vegas shootings. He can be reached at david@daviddenino.com or <https://www.daviddenino.com>

Dr. Brian Van Brunt is an internationally recognized expert in behavior intervention, threat assessment, mental illness, and instructional design. Dr. Van Brunt will bring you the information you need to better protect your school environment from harm. Author of over a dozen books, Brian has spent time as child and family therapist, university professor and a partner at a violence and sexual assault prevention law firm. He currently services as the assistant deputy director of training at Secure Community Network, which represents the safety and security needs of the Jewish Federation. You can reach him at brian@interactt.org or www.brianvanbrunt.com

MODULE OVERVIEW

Module 1	Module 2	Module 3
<p>Understanding the unique nature of our challenge during COVID-19.</p> <p>How issues of culture, bias and financial uncertainty create additional challenges.</p> <p>The difference between stress and eustress.</p> <p>Why and how SEL is important to understand.</p>	<p>What works and what doesn't when it comes to addressing chronic stress.</p> <p>How do our interventions change from elementary school, to middle school, to high school.</p> <p>Why is self-care important as a parent</p>	<p>Tips for good communication and things to avoid.</p> <p>Review of common crisis de-escalation skills that have proven the test of time.</p> <p>Risk factors for violence</p> <p>Anchor factors for safety</p>

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1 THE STORM



INTERACTT MODULE **1** **THE STORM**

Most of us have experienced financial hardships, fear and worry about an uncertain future and struggles to keep up with the pace of school and work during a time of intense pressure and uncertainty.

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INTERACTT MODULE **1** **Social Emotional Learning (SEL)**

- SEL is defined as the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- SEL focuses on knowledge, attitudes, and skills in five competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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INTERACTT MODULE **1** **Social Emotional Learning (SEL)**

Self-Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

<https://casel.org/what-is-sel/>

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INTERACTT MODULE **1** **Social Emotional Learning (SEL)**

Self-Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

INTERACTT MODULE 1 Social Emotional Learning (SEL)

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict, and seeking help when needed.

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INTERACTT MODULE 1 Social Emotional Learning (SEL)

Social Awareness

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

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INTERACTT MODULE 1 Social Emotional Learning (SEL)

Responsible Decision-Making

The ability to make constructive and respectful choices about personal behavior and social interactions based on ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

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INTERACTT MODULE 1 Stress

- Stressors are those collective feelings that impact our emotions.
- Stress impacts both our mind and body in a variety of ways. This is unique to each person.
- Stress can come in terms of crisis events, daily hassles and the build up of cumulative stress.

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INTERACTT MODULE 1 **Stress**

- Eustress is good stress that helps motivate us towards change.
- Burnout is the build up of stress that escalates to a loss of hopes, dreams and a more positive future.
- All of us have experienced an increase in our stress during the COVID pandemic.
- Addressing stress helps avoid burnout from occurring.

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INTERACTT MODULE 1 **EUSTRESS**

INTERACTT MODULE 1 **RISING STRESS**

- Return to school and the fall
- Rising cases and worry about death
- Financial tensions
- Vaccine questions and anti-vax
- Political arguments and anger
- Masks and growing case numbers

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INTERACTT MODULE 1 **MIND AND BODY**

Physical Stress Signs	Cognitive Stress Signs
Headaches	Exhaustion
Teeth grinding	Negative rumination
Insomnia	Inability to focus on a task
Irritability, anger	Reduced libido
Muscle tension	Reduction in joy
Gastric disturbance	Mental fatigue
High blood pressure	Feelings of futility
Rapid heartbeat	Devaluing of co-workers

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INTERACTT MODULE **1** STRESS: MIND AND BODY



“It’s not stress that kills us; it is our reaction to it.”
— Hans Selye

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INTERACTT MODULE **1** STRESS: BUILDS UP

- Success, work fulfillment
- Worry about illness, family
- Concern about future
- Work expectations
- Loss of interaction
- Childcare, family, peers
- Financial stressors
- Chronic worry and anxiety



INTERACTT MODULE **MODULE OVERVIEW**

Module 1	Module 2	Module 3
<p>Understanding the unique nature of our challenge during COVID-19.</p> <p>How issues of culture, bias and financial uncertainty create additional challenges.</p> <p>The difference between stress and eustress.</p> <p>Why and how SEL is important to understand.</p>	<p>What works and what doesn't when it comes to addressing chronic stress.</p> <p>How do our interventions change from elementary school, to middle school, to high school.</p> <p>Why is self-care important as a parent</p>	<p>Tips for good communication and things to avoid.</p> <p>Review of common crisis de-escalation skills that have proven the test of time.</p> <p>Risk Factors for violence</p> <p>Protective factors for safety</p>

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INTERACTT MODULE **2** WHAT CAN YOU DO?



INTERACTT MODULE 2 WHAT CAN YOU DO?

Take small, consistent, measurable steps

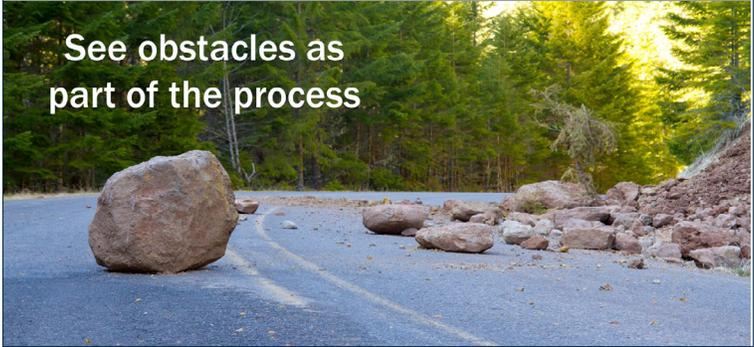


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INTERACTT MODULE 2 WHAT CAN YOU DO?

See obstacles as part of the process



INTERACTT MODULE 2 WHAT CAN YOU DO?

See failure as a chance to move forward



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INTERACTT MODULE 2 WHAT CAN YOU DO?

Don't over think/focus on behavior



INTERACTT MODULE 2 WHAT CAN YOU DO?

See change as a process, not a destination

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INTERACTT MODULE 2 WHAT CAN YOU DO?

Attend to the underlying issues for the behavior

INTERACTT MODULE 2 WHAT CAN YOU DO?

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INTERACTT MODULE 2 WHAT CAN YOU DO?

life = risk

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INTERACTT MODULE 2 WHAT CAN YOU DO?

- ✓ Ignore the underlying issue
- ✓ Focus on your own points
- ✓ Ask too many questions
- ✓ Offer solutions too quickly
- ✓ Focus on rules and policy
- ✓ Patronize or preach
- ✓ Interrupt



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INTERACTT MODULE 2 WHAT CAN YOU DO?

- ✓ Convey genuine interest
- ✓ Demonstrate empathy
- ✓ Establish trust
- ✓ Help them feel heard
- ✓ Attend to underlying issues for the behavior



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INTERACTT MODULE 2 WHAT CAN YOU DO?

How to Facilitate Good Communication



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INTERACTT MODULE 2 WHAT CAN YOU DO?

“I” Statements

- ✓ Avoid blaming others
- ✓ Express thoughts and feelings honestly
- ✓ Take ownership of your thoughts and feelings
- ✓ Prevent escalation

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INTERACTT MODULE 2 WHAT CAN YOU DO?

“I” Statements

“You” statements come off as aggressive

“I” statements are expressive

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INTERACTT MODULE 2 WHAT CAN YOU DO?

“I” Statements

- Statement of how you feel
- Description of the behavior that made you feel that way
- Explanation of how the behavior affected you

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INTERACTT MODULE 2 WHAT CAN YOU DO?

“I” Statements

- I feel...
- When...
- Because...

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INTERACTT MODULE 2 WHAT CAN YOU DO?

“I” Statements

- I feel frustrated
- When you raise your voice when you are upset at me
- Because we can't talk about the problem

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INTERACTT MODULE **2** **WHAT CAN YOU DO?** 



Avoid derogatory, patronizing, or demeaning language. Avoid name-calling.

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INTERACTT MODULE **2** **WHAT CAN YOU DO?** 



Avoid derogatory, patronizing, or demeaning language. Avoid name-calling.

Demonstrate genuine regard for the other person.

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INTERACTT MODULE **2** **WHAT CAN YOU DO?** 



Avoid derogatory, patronizing, or demeaning language. Avoid name-calling.

Demonstrate genuine regard for the other person.

Use developmentally appropriate language.

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INTERACTT MODULE **2** **WHAT CAN YOU DO?** 



Avoid derogatory, patronizing, or demeaning language. Avoid name-calling.

Demonstrate genuine regard for the other person.

Use developmentally appropriate language.

Stay focused on the goal of the interaction.

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INTERACTT MODULE **2** **WHAT CAN YOU DO?**



- Avoid derogatory, patronizing, or demeaning language. Avoid name-calling.
- Demonstrate genuine regard for the other person.
- Use developmentally appropriate language.
- Stay focused on the goal of the interaction.
- Avoid shaming or blaming language.**

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INTERACTT MODULE **MODULE OVERVIEW**

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INTERACTT MODULE **3** **PIE**



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INTERACTT MODULE **3** **PIES**





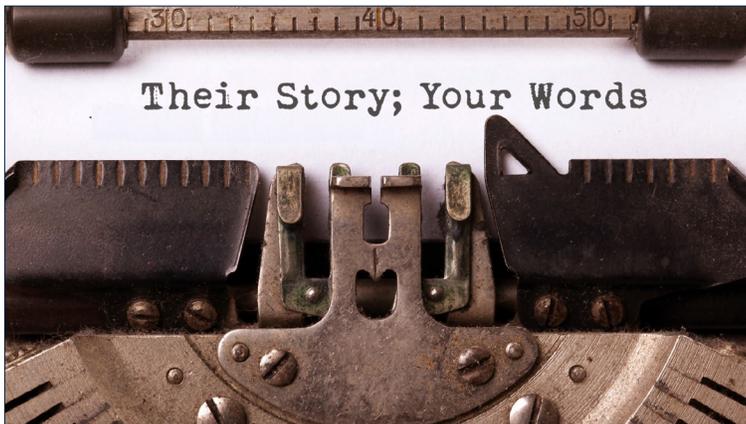
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INTERACTT MODULE 3 MORE PIES

M inimum encouragers	P araphrasing
O pen ended questions	I messages
R eflecting/mirroring	E ffect pauses
E motional labeling	S ummarizing

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INTERACTT MODULE 3 REDUCE POWER DIFFERENCE

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INTERACTT MODULE **3** **REMAIN GENUINE**

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INTERACTT MODULE **3** **STAY FOCUSED ON THE GOAL**

INTERACTT MODULE **3** **RISK FACTORS FOR TARGETED VIOLENCE**

Direct Threat	Suicide	Location	Time	Perceived Injustice
Leakage	Hardened Perspective	Fantasy Rehearsal	Weapons	Lacking Connection
Fixation	Focus	Catalyst Event	Objectification	Fame Seeking

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INTERACTT MODULE **3** **PROTECTIVE FACTORS**

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InterACTT is a collaborative group of like-minded professionals working to make your everyday work easier and more efficient. Our goal is to support your day-to-day work in counseling, disability services, student conduct, law enforcement, CARE and threat teams, and diversity, equity and inclusion.

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Listserv

InterACTT maintains an active listserv to discuss issues related to counseling, disability services, student conduct, law enforcement, CARE and threat teams, and diversity/equity and inclusion in K-12/secondary schools, colleges/universities and workplaces.

Navigator

This expert system provides assessments and intervention recommendations for cases faced by counselors, HR and CARE and threat teams.

InterACTTives

These interactive case studies use audio/visual and video components to build a case for you to score on the Navigator.

Race

A peer-reviewed journal focused on issues of racial equality and the systematic and personal racism experienced by people of color. Edited by Dr. Tammy Hodo.

Intersections

A peer-reviewed journal focused on issues related to targeted violence, mental health, BIT/CARE operations, and threat assessment. Edited by Dr. Amy Murphy.

InterACTTions

Executive director Dr. Chris Taylor and his guests discuss important topics in the field.

Resources

A collection of documents and training resources, each includes the source document, a summary sheet and slides you can use in your trainings.

TODDs

Thematic One-sheet Document & Directions (TODDs) are short training videos with accompanying materials, perfect when you have limited training time for your team.

SitRep

Dr. Brian Van Brunt will provide reports and information on current cases through a video blog, information sheets and source documents.

Carolyn's Corner

Advisory team member Carolyn Reinach Wolf, Esq. answers legal questions related to CARE and threat team work.

Counseling Across the Pond

David Denino (US) and Dave Wilson (UK) discuss counseling issues faced by teams on both sides of the Atlantic.

Actually Autistic Educator

AAE is a podcast hosted by advisory team member Jeanne Clifton on topics related to accessibility access and issues affecting the autistic, ASD and Asperger's community.

Tea with Tammy

Dr. Tammy Hodo, advisory team member and founder of All Things Diverse, shares her thoughts on race, diversity, equity and inclusion.