A Trauma Lens Approach to Insist on Self-Care

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Introductions
Level of Engagement

Feedback

Reason for Doing It

Respect

Commitment to the Process

Physical and Emotional Safety
Our Goals for today

- Talk about 3 pillars of self-care
- Practice for acute self-care plan
- Create common understanding about the effects of trauma
- Share a Compassion Plan
- Compassion Plan in action

Can we do it?

Ultimate Goal is Resiliency: ability to withstand and rebound from stress for YOU and your students
Self-Care—An Ethical Obligation for Those Who Care

What I do for you is what I do for myself.

Dr. Kenneth Wapnick, What It Means to Be a Teacher of God
Dear self,
I know you're doing the best you can.
I believe in you.
I love you!

Love,
Me
Teacher Mindfulness and Self-Care Class
Building a Culture of Compassion, Strengthening Teacher Resilience, CCFW-Mind and Life Institute

Six-session teacher, 11 clock hours, with the goal of:

- Strengthening mindfulness and self-care skills to prevent burn-out
- Providing skills for safe and supportive classrooms for students who’ve experienced trauma.
- Establishing a foundation of mindfulness-based programs for communities facing adversity.
What a great way to begin the day!
Working Definition

- **Trauma** – Trauma is the unique individual experience of an event or enduring conditions in which the individual's ability to integrate his/her emotional experience is overwhelmed and the individual experiences (either objectively or subjectively) a threat to his/her life, bodily integrity, or that of a caregiver or family.
Adverse Childhood Experiences

1. Child physical abuse
2. Child sexual abuse
3. Child emotional abuse
4. Neglect (emotional and physical)
5. Mentally ill, depressed or suicidal person in the home
6. Drug addicted or alcoholic family member
7. Witnessing domestic violence against the mother
8. Loss of a parent to death or abandonment, including divorce
9. Incarceration of any family member
Washington School Classroom (30 Students)
Adverse Childhood Experiences (ACEs)

6 students with no ACE
5 students with 1 ACE
6 students with 2 ACEs
3 students with 3 ACEs
7 students with 4 or 5 ACEs
3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence
29% (9) of students exposed to physical abuse or adult to adult violence
13% (4) of students exposed to physical abuse and adult to adult violence
Hallmarks of trauma-organized youth?

• Lack of basic safety/trust
• Loss of emotional management
• Problems with cognition
• Communication problems
• Problems with authority
• Confused sense of justice
• Inability to grieve and anticipate the future
Biology of the Impact of Trauma

- Persistent trauma or adversity can cause the brain to be underdeveloped or damaged.

- A damaged or undeveloped brain often causes a child to react differently to a stressful situation.

- A child who is more reflexive than reflective may have a biological reason for behaving the way they did which is beyond their control.
Potential Biological Consequences

- Cognitive
- Slowed language development
- Attention problems (ADD/ADHD)
- Speech delay
- Poor verbal memory/recall
- Loss of brain matter/IQ
The Impact:

Students with 3 or more ACEs...

- Are 2 ½ times more likely to fail a grade
- Score lower on standardized tests
- Have language difficulties
- Are suspended or expelled more
- Are designated to special education more frequently
- Have poorer health
Consequences of Trauma

- Can affect learning and brain development
- Relationships/attachment
- Behavior
- Self-regulation
- Can manifest in many ways
Brain Demonstration
Pre-Frontal Cortex = Wise Leader
Amygdala

= Security Guard
Hippocampus = Saver of Memories
Working with Students Exposed to Trauma

- What you might see:

- What you might try:
Common Reactions to Stress and Trauma:

- **Having nightmares or trouble sleeping.** This may cause students to be sleepy in class or appear extra fatigued.

- **Thinking about it all the time.** This may result in trouble concentrating in class, being tearful or repetitive play around the trauma.

- **Wanting to not think or talk about it.** Students might have trouble sitting still, creating distractions, not wanting to talk about problems.

- **Avoiding places, people, or things that make you think about it.** This may cause some students to resist doing certain things in class or going certain places in the building without any explanation. It may also cause absenteeism and school avoidance.

- **Feeling scared for no reason.** This may result in students being easily upset in class/school.
Common Reactions to Stress and Trauma, cont.:

- Feeling “crazy” or out of control. *This may also result in students becoming easily upset in class or acting distracted.*

- Not being able to remember parts of what happened. *No obvious classroom manifestation.*

- Having trouble concentrating at school or home. *Students may have concentration problems, trouble finishing assignments/activities, do worse in class.*

- Being on guard to protect yourself; feeling like something bad is about to happen. *This may result in students to want to face the door or have their back to the wall and being a high alert at all times.*

- Jumping when there is a loud noise. *This could cause students to be easily startled.*

- Feeling anger. *Students might get in fights with peers more than in the past and may be more oppositional toward adults.*
Common Reactions to Stress and Trauma, cont.:

- **Feeling shame.** This may impact students by causing them to be withdrawn from peers, having poor eye contact and saying negative things about themselves.

- **Feeling guilt.** You may observe an increase in negative self-talk in the classroom.

- **Feeling sadness/grief/loss.** Students may be tearful, be clingy to family or other adults and withdrawal from peers.

- **Feeling bad about yourself.** This could result in students withdrawing from peers and an increase in negative self-statements.

- **Having physical health problems and complaints.** This may cause students to request trips to the health room more often, be absent or complain about stomachaches or headaches.
Students who don’t perceive safety (over-perceive danger)

What you might see:
- Inability to focus
- Withdrawn
- Clingy/Needy
- Misinterpret events
- Aggressive
- Avoid

What you might try:
- Posting schedules
- Warn of changes
- Connect with student each day in the same way
- Small connection rituals
- Whole class motions
- Keep your mood stable
Students who are not able to self-regulate well (physically/emotionally)

You might see:
- Over-reacting
- Tantrums
- Mood swings
- Trouble with transitions
- Teasing/bullying
- Spacing out

You might try:
- Teach self-regulation tools
- Teach emotional vocabulary
- Whole class motion
- Give student control when possible
Students who don’t succeed academically or socially

You might see:
- Lots of excuses
- Disruptive
- Inability to focus
- Not working well alone or in group
- Low organizational skills

You might try:
- Help student notice successes
- Post schedule and homework
- Use written and verbal instructions
- Problem solve with student
- Listen deeply
- Ask, “What is your plan?”
Students who don’t believe they matter

You might see:

- Giving up
- Acting out
- Appear anxious
- Clingy/Needy
- Aggressive
- Avoidant

You might try:

- Appreciation circles
- Honest post-it notes
- Get to know family
- Notice strengths
- Teach the class encouragement skills
Examples of encouragement skills
Hope= Compassionate Schools

- Create attachments
- Learn to regulate self and behavior
- Achieve confidence from gain in competencies

- We are the First Responders
Resiliency is the capacity to rise above difficult circumstances, allowing our children to exist in this less-than-perfect world, while moving forward with optimism and confidence.
School-wide and classroom strategies should include:

- A calming place in each classroom
- Planned classroom calming practices
- Physical activities
- Posted schedules
- Support for transitions
- Greet students at the door
- Look for the learning potential while correcting behavior
- Consistency in demeanor and routine from the staff
- Develop policies and procedures that promote compassion
- Celebrations that are region, culture, and area specific
- Displays of affirmation created by students and staff
KEY COMPONENTS OF RESILIENCE

CAPABILITY
- Intellectual & employable skills
- Self regulation – self control, executive function, flexible thinking
- Ability to direct & control attention, emotion, behavior
- Positive self view, efficacy

ATTACHMENT & BELONGING
- Bonds with parents and/or caregivers (teachers)
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide a sense of security & belonging

COMMUNITY, CULTURE, SPIRITUALITY
- Faith, hope, sense of meaning
- Engagement with effective orgs – schools, work, pro-social groups
- Network of supports/services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success
Breathing & Mindfulness Strategy Demo

- Hoberman Sphere
- Square Breathing
- Rocket-Ship Breath
Example of self-regulation tools – breathing strategies
Calming Down Strategies

Rocket Ship Breath
Deep Belly Breath
Square Breath

Winter Breath
- hold hand in front of face, blow breath out

Breath of Fall
- shoulders fall
Compassion Plan

How a school’s work fits into the framework of Compassionate Schools
Principle 1:
Always empower, never disempower

- Check in and ask to silently make improvements
- Give choices when possible
- Solutions instead of consequences
- Call home after problem fixed
- Let student teach you and class something
- Ask, “What is your plan?”
- Have confidence in their ability to handle stress (Calm Zone option)
Calm Zones
Principle 2: Unconditional Positive Regard

- Be Kind and Firm
- Connect with student each day
- Small connection rituals (high five, etc.)
- Teach encouragement skills
- Appreciation circles
- 2X10 rule (2 encouragements/10 days)
- Write honest post-its
- Continue to acknowledge even when no longer in class
- Share appreciations in private or post-it note
- Listen deeply
Connecting each day
Example of connection ritual
Rainbow dance
Principle 3: Maintain High Expectations

- Not allow bullying or name-calling
- Help set achievable goals + follow-up
- Help student notice successes
- “What is your plan?”
- Classroom jobs

Notice and increase time spent mustering energy to persist on task even when challenging, effortful, or tedious.
Principle 4: Check Assumptions/Be Proactive

- Teach routines
- Practice transitions
- Warn of “surprises”
- Know more about family, culture, and history at school
- Accessible homework and schedule
- Use written and verbal instructions
- Learn about their life

Post schedules:
Honoring families and cultures
Principle 5: Be a Relationship Coach

- Keep own mood stable
- Teach emotional awareness
- Teach self-regulation tools regularly
- Teach encouragement skills
- Say hello + name
- Teach to make amends
- Teach the “Calm Zone”
- Teach a “sense of time”
- Question inaccurate thoughts
- Social Thinking—understand how others perceive my behavior
- Super Flex
- Peer mediation
- Teach “I statements”
- Teach handling transitions
"When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos."

-L.R. Knost
We can use kind reminders to help our friends have good days and to make our school a better place to be!

- tap, tap, point, point
- tap, tap, finger on mouth
- lead by example
- tap, tap focus (sign language)
- tap, tap, say “Let's work together”
- “Would you like to come________ with us?”

Where do we give kind reminders?
anywhere/everywhere
Principle 6: Guided Opportunities for Helpful Participation

- Morning meetings
- Appreciation circles
- Class meetings
- Yoga
- GoNoodle
- Opportunities to contribute in meaningful ways: classroom & school jobs
- Progressive muscle relaxation
- Practice skills during play
- Mindfulness
- Tapping
- Rainbow Dance
- Plan B (Ross Greene’s Collaborative Problem Solving)
Yoga
Tapping
I Can Feel Better
A TAPPING STORY
Christy Lynn Anana
Through these Strategies, we establish:

- Safety, connection, and trust
- Improved emotional/behavioral self-regulation
- Increased competence in: Academic Skills; Social Skills; and Personal Agency
Data, data, data. What can we use?

- SWIS (office referrals and suspensions)
- Students surveys
- The Strengths and Difficulties Questionnaire (SDQ) sdqinfo.org
- Anecdotal data from staff
- Staff survey (ProQOL R-IV)
How we used the SDQ results:

- Reviewed school-wide data with administrators and counselors to discuss needed changes or additions to PBIS lessons, morning message and counselor lessons.
- Reviewed the school-wide and grade level data at grade level data teams and discussed grade level trends.
- Teachers reviewed their classroom data and determine area of greatest need for students.
- Asked teachers to view their data through the lens of what skills need to be taught.
- Used a modified problem solving cycle from Response to Intervention and Continuous School Improvement by Berhardt and Hebert (2011).
Our problem solving/data cycle:

- Choose an area for improvement.
- Choose a strategy/intervention.
- What will it look like when it is implemented?
- How will you know when it is working? What are the results indicators?
- How will you measure the effectiveness of the intervention/what data will you keep?
- Set end of cycle check-in to review data and effectiveness of the intervention.
1st grade example:

- Area of greatest need according to SDQ: hyperactivity and concentration difficulty
- Target area after discussion about the data: Increasing focus during whole group instruction on the carpet.
- Strategies:
  - Three consecutive lesson over three consecutive weeks that teach mindfulness strategies (sit like a frog, shine your flashlight on the speaker, and mindful listening).
  - Use visual supports as reminder to students to use the strategies.
  - Continual classroom goal setting around the number of reminders they need to use their strategies.
- Data collection: teachers will tally the number of nonverbal reminders the class needs to refocus their attention to the lesson.
Visual Supports

Shine your flashlight of attention on the speaker.

Be a mindful listener.

Sit like a frog.
Being a Champion for developing a Compassionate School

- A safe, nurturing, and inspiring environment staffed by competent, caring individuals.
- An identified team of 4-6 individuals in each school as a Compassionate Learning Team
  - Intentional about development,
  - Hold space for the work,
  - Connect with families and communities, and
  - Lead/coach strategies and activities for staff and other stakeholders.
School Staff Professional Learning Should Include:

• All staff who touch the lives of students are trained.
• Basic understanding of neuroscience.
• Knowledge of toxic stress and Adverse Childhood Experiences and its impact on learning and life.
• Self-care care strategies to promote and practice healthy behaviors and life styles.
• Building partnerships with students, families and community stakeholders
• School-wide and classroom strategies that maintain high expectations and promote resilience
ProQOL

• Compassion Satisfaction
  - Positive aspects of working as a helper

• Compassion Fatigue
  - Negative aspects of working as a helper

• Burnout
  - Inefficacy and feeling overwhelmed

• Work-related traumatic stress
  - Primary traumatic stress direct target of event
  - Secondary traumatic exposure to event due to a relationship with the primary person
Professional Quality of Life

Compassion Satisfaction

- The positive aspects of helping
- “The good stuff”

Compassion Fatigue

- The negative aspects of helping
- “The bad stuff”
CS-CF Model

Professional Quality of Life

Compassion Satisfaction

Compassion Fatigue

Burnout

Secondary Trauma
Compassion Satisfaction

• The positive aspects of helping
  - Pleasure and satisfaction derived from working in helping, care giving systems

• Maybe related to
  - Providing care
  - To the system
  - Work with colleagues
  - Beliefs about self
  - Altruism
Compassion Fatigue

• The negative aspects of helping

• The negative aspects of working in helping systems may be related to
  – Providing care
  – To the system
  – Work with colleagues
  – Beliefs about self

• Burnout

• Work-related trauma
Burnout and STS: Co Travelers

•烧out
  - Work-related hopelessness and feelings of inefficacy

•STS
  - Work-related secondary exposure to extremely or traumatically stressful events

•Both share negative affect
  - Burnout is about being worn out
  - STS is about being afraid
Relationships Are Complex

- Multiple spheres
  - Work environment
  - “People helped” environment
  - Personal environment
- Positive (CS) & negative (CF)
- Altruism CS can override CF
- Compassion Fatigue two parts
  - Worn out (BO) common
  - Frightened, traumatized (STS) rarer but powerful
Complex Relationships

Professional Quality of Life

- Work Environment
- Client Environment
- Personal Environment

Compassion Fatigue

- Compassion Satisfaction (ProQOL CS)
- Exhaustion
- Frustration
- Anger

Traumatized by work

Secondary Exposure (ProQOL STS)

Depressed by Work Environment (ProQOL Burnout)

Primary Exposure
Measuring CS & CF: The *Professional Quality of Life Scale (ProQOL)*

- The ProQOL is free
- A 30 item self report measure of the positive and negative aspects of caring
- The ProQOL measures Compassion Satisfaction and Compassion Fatigue
- Compassion Fatigue has two subscales
  - Burnout
  - Secondary Trauma
Well Established

- The ProQOL is the most widely used measure of the positive and negative aspects of helping in the world.
- The ProQOL has proven to be a valid measure of compassion satisfaction and fatigue.
- It has been used for over 15 years.
- The measure was developed with data from over 3000 people.
Easy to Use

- The ProQOL is easy to use
- It can be given individually or in groups
- It can be given online or at an individual computer
Easy to Score

- Full scoring
  - More detailed and specific information but takes longer
  - Better for research or administration

- The simplified scoring
  - Less specific but can be completed quickly and can be intuitively understood
  - Good for training situations
Not a Medical Test

- Helps understand the positive and negative aspects of helping
- Not a “psychological test”
- Not a “medical test”
- Can be viewed as a screening for stress-related health problems
People Bring Themselves

- Suicide Prevention workers include people with all types of education, training and income.
- Some workers bring with them histories of difficult lives that may include trauma.
- Some people have difficult family, economic, or other personal situations.
People Bring Themselves

- People bring a past and a present to anything they do
  - Their schemas and beliefs
  - Their stigma beliefs
  - Their social support systems
    - Positive support
    - Negative support
  - Their history of trauma and illness
  - Their families and close others
  - Their economic situation
Interpreting Scores

- Scores on individual scales tell us about a person’s responses on each of the constructs.
- Viewing the combination of scores helps us “paint a picture” of what the person is telling us.
- Can be used to track an individual’s CS and CF.
Resiliency Planning

- Individual, personally
  - The ProQOL can help you plan where to put your energy to increase our resilience
- Organizational planning
  - Can help organizations find ways to maximize the positive aspects and reduce the negative aspects of helping
- Supportive Supervision
  - The ProQOL can be used as information for discussions
How to Love Yourself
Resources

- Caring School Community curriculum by Developmental Studies Center [www.devstu.org](http://www.devstu.org)

- The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success by Ray Wolpow, Mona M. Johnson, Ron Hertel and Susan O. Kincaid [http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx](http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx)

- Helping Traumatized Children Learn (purple book) [www.massadvocates.org](http://www.massadvocates.org)

- Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them by Ross W. Greene, Ph.D. [livesinthebalance.org](http://livesinthebalance.org)

- Mindset: the New Psychology of Success; How we can Learn to Fulfill Our Potential by Carol S. Dweck, Ph.D.

- Professional Quality of Life Scale (ProQOL R-IV) from Idaho State University [http://proqol.org/ProQoI_Test.html](http://proqol.org/ProQoI_Test.html)

- Response to Intervention (RTI) and Continuous School Improvement (CSI): Using Data, Vision, and Leadership to Design, Implement, and Evaluate a School wide Prevention System by Victoria L. Bernhardt, and Connie L. Hébert
Questions?