



Kaiser Permanente Thriving Schools

A partnership for healthy students, staff & teachers

Supporting Employees – Stress Reduction & Trauma Informed Care

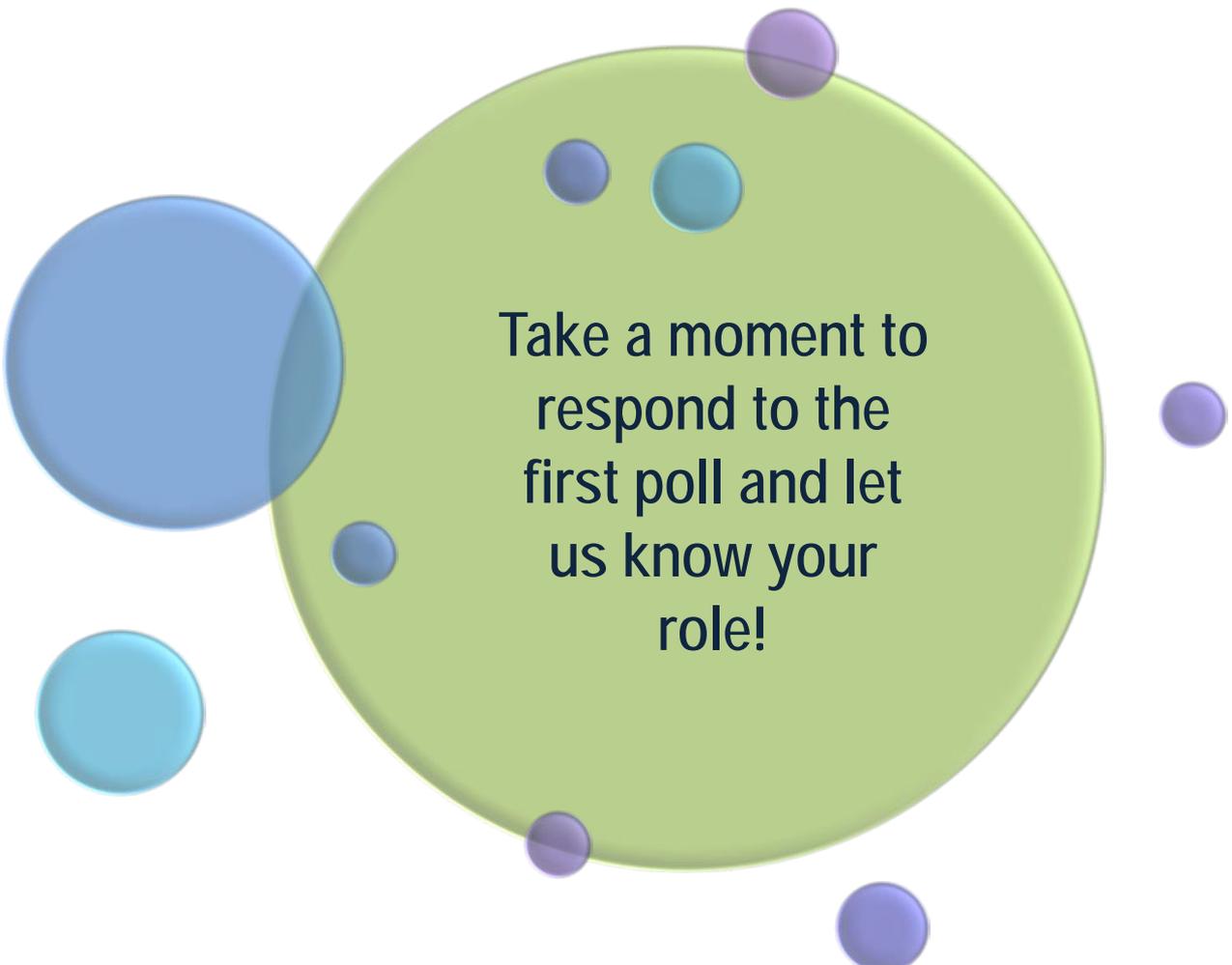
Nov 10, 2016

Webinar Series for School Employee Wellness



All webinars will be recorded and posted on kp.org/thrivingschools

Poll - Who is joining us today?



Take a moment to
respond to the
first poll and let
us know your
role!

Introductions



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LA

Our Objectives & Agenda Today

1. Understand key terminology, theory & research

What is the problem?

Trauma, stress, burnout, compassion fatigue.

2. Elevate importance of caring for ourselves

Wait, Why?

Why self & collective care are key for overall school health.

How helping us helps students.

3. Learn effective strategies

Oh. But...how?

Explore programs, practices, paradigms and policies for self & collective care.

Personal experience from the field.

End with Q&A, share out concerns & celebrations!

Part 1: Why are we here?

How might we create cultures of care not only for youth, but also for us?

Students are at the center of our work. At the same time, school employees in our school communities need support in order to show up for the young people they serve.

Educator self and collective care- So what?

It is a school employee retention issue and a student outcome issue

Danger of pathologizing community violence and environments characterized by distress and damage: Empathy as the interrupter

Grappling with ambiguous loss: attachment, de-attachment, inconsistent relationships

Educators are often the frontline leaders, but not given the societal acknowledgement of their role: disenfranchised trauma

While we know that the student- school employee relationship is critical for such youth, staff are not trained nor prepared to interact or secondarily experience their students' trauma

Trauma & Resilience

Understanding trauma dynamics creates opportunities for new behaviors, new connections, and supports towards adaptation.

Trauma:

Experiences or situations that are emotionally painful and distressing, and that overwhelm people's ability to cope, leaving them powerless.
–The Center for Nonviolence & Social Justice

Resilience:

The processes of, capacity for, or pathways and patterns of positive adaptation during or following significant threats or disturbances. – Ann Masten

Definitions: What are we actually experiencing?

There are two ways of spreading light: to be the candle or the mirror that reflects it.
Edith Wharton



So many terms...

Compassion Fatigue is the emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events. It differs from burn-out, but can co-exist. Compassion Fatigue can occur due to exposure on one case or can be due to a “cumulative” level of trauma.

Charles Figley (1995)

[Provider Burnout] is “a state of physical, emotional, and mental exhaustion caused by long term involvement in emotionally demanding situations.” Characterized by emotional exhaustion, depersonalization and a reduced feeling of personal accomplishment. Burnout is a condition that begins gradually and becomes progressively worse.

Makalah-Pines, Aronson and Kafry (1981)

Secondary/Vicarious Trauma is “the natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from wanting to help a traumatized or suffering person.”

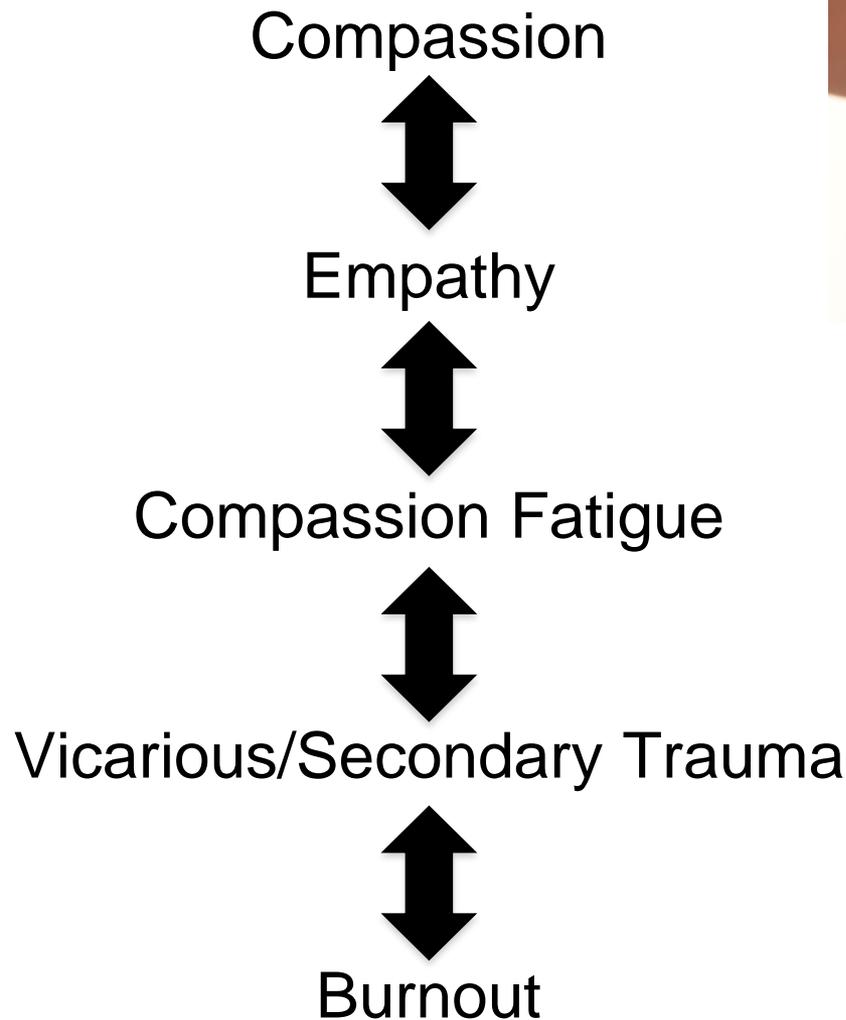
Charles Figley (1995)

Persistent/Toxic Stress: Adverse experiences that lead to strong, frequent or prolonged activation of the body’s stress response system. National Scientific Council on the Developing Child (2005)

Moral Stress: caused by a conflict between our deepest values and the work that we are required to do

Francios Mathieu (2016)

Progression of Burnout



Tool: Assessment to Gauge Organizational Health

Compassion fatigue, vicarious trauma & burnout can have a strong impact on organizations:

- - Unkindness
- Lack of cohesiveness
- Scapegoating
- Bullying
- Sabotage
- Infighting
- Horizontal violence



How can you measure your organizational health?

- **Assessment tool:**
The Professional Quality of Life Scale (ProQOL)

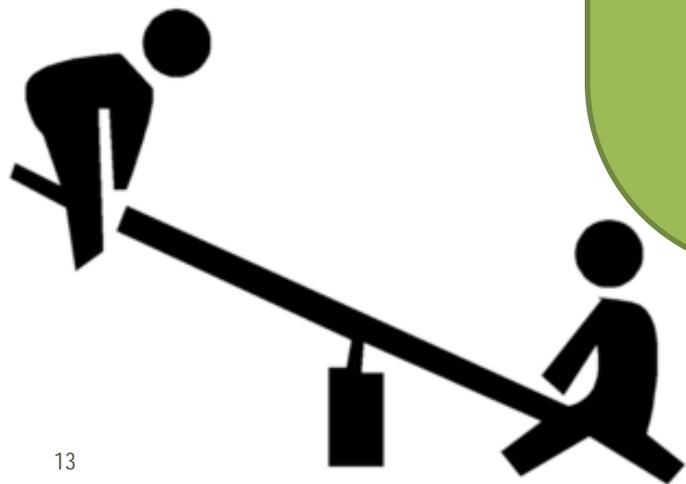
http://www.proqol.org/ProQol_Test

Source: Dorado (2013). Self-Care for Educators: Coping with Stress in School. UCSF Healthy Environment and Response to Trauma in Schools (HEARTS). Child and Adolescent Services, Dept of Psychiatry. University of California, SF.

“If we want students to arrive to
school
ready to learn,

Then we need to want teachers to
arrive to school
ready to teach,

And school leaders to arrive to
school ready to lead.”



Oh. But...how? Models of self & collective care

Programs, practices, paradigms & policies

Strategies for renewal

Example from the field

Self & Collective Care for School Employee Wellness



Adapted from “Self-Care Assessment Worksheet”
from *Transforming the Pain:*
A workbook on Vicarious Traumatization by Saakvitne, Pearlman & Staff of
TSI/CAAP
(Norton, 1996). Created by Olga Phoenix Project: Healing or Social Change
(2013)

Do you concentrate on Lucy, the chocolate, or the belt?

DANGER
BE CAREFUL
WHEN BELT
IS IN MOTION.



Self

**Safety –
Holding
Space,
listening &
hearing**

Services

**Attachment-
Significant-
relationships**

**Consistency-
Predictability**

Structures

**Choice-
Agency**

**Celebration of
historical resilience
(across race,
gender, class, and
sexuality lines)**

Systems

**Competency-
opportunities
to build worth
(HOPE)**

If I am a team member / manager, how do I support myself and my staff?



And, school employees *are incredibly strong, resilient, and compassionate.*



Resilience

The positive capacity to cope, adjust to, or recover from stress and negative events



Vicarious Resilience/ Compassion Satisfaction

Compassion satisfaction = pleasure from doing work well, helping others through work, positive feelings about colleagues, contributions to society

Vicarious resilience = Process in which workers in helping professions may experience positive influences through their work with trauma survivors



Posttraumatic growth or "trauma capital"

Changes in perceptions of self, improvement and deepening relationship with others, an increased ability for expressing emotions and find meaning in the trauma experienced

Burning Out to Sourcing the Flame

Boundaries: emotional,
physical, spiritual

Identify your
Practitioner Joy

Colleagues & Students
as the Influencers &
Primary Teachers

Realignment: Self as
Hero to Client as Hero

Skovholt, T., & Trotter-Mathison, M. (2010). *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers, and Health Professionals, Second Edition* (Historical, and Cultural Perspectives). Routledge.

Example activity



Example Activity

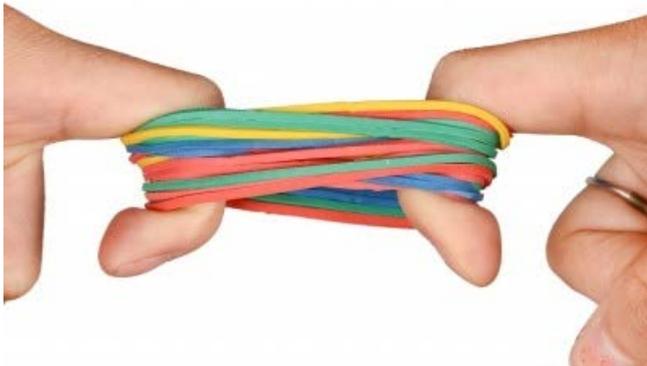
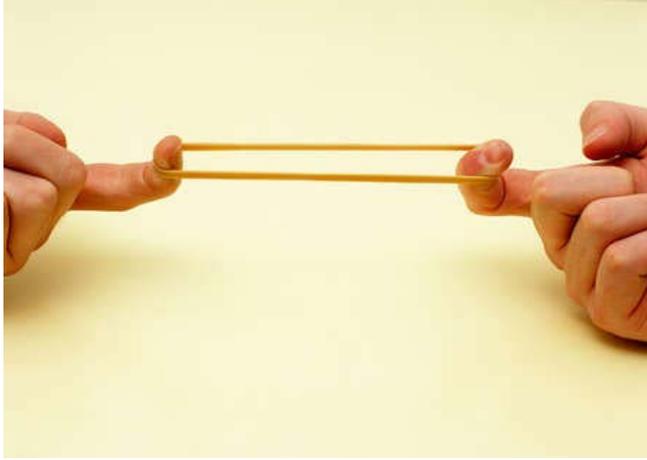
Partners in Compassion

Choose a partner and write your names on a post-it and place on the chart.

In your pair, identify individual strategies or ways that you will practice self-care. Check in with this person every so often.

Teacher story: Stephanie Cariaga

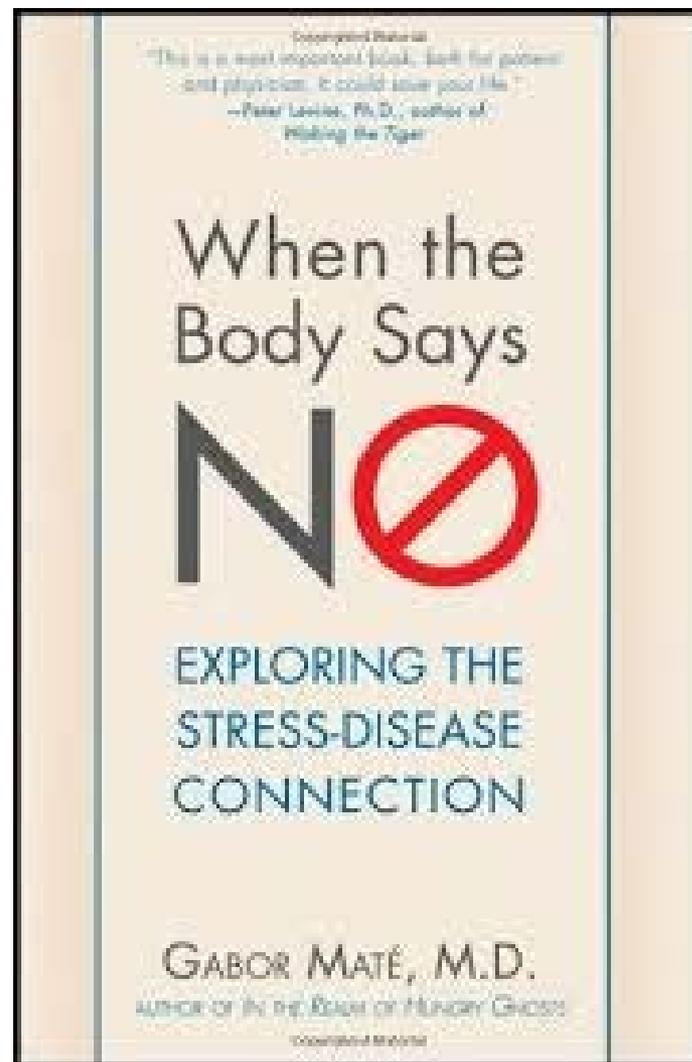
Personal context of stress & self-care



- 6 years high school English teacher, three different schools, six different principals
- Desire to enhance curriculum to center social justice
- Turning point: Miscarriage in sixth year
- Researching and teaching about role of self and collective care in developing pedagogies of healing (for students and educators)
- Mother of 2 children
- Grassroots teacher organizer for People's Education Movement-LA

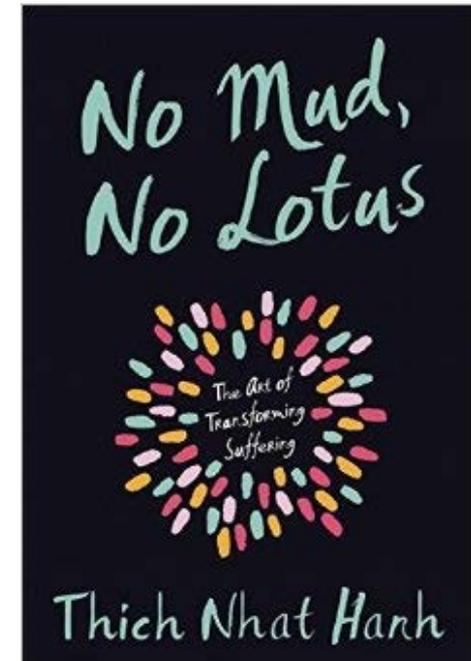
When stress is unconscious: Biology of Belief

1. I have to be strong.
2. I cannot/should not show anger.
3. If I'm angry, I will not be accepted.
4. I'm responsible for so many people besides myself.
5. I can handle it by myself.
6. I'm not wanted. I'm unworthy.
7. I need to be busy doing something to feel good about myself.
8. I have to be very ill to deserve being taken care of.

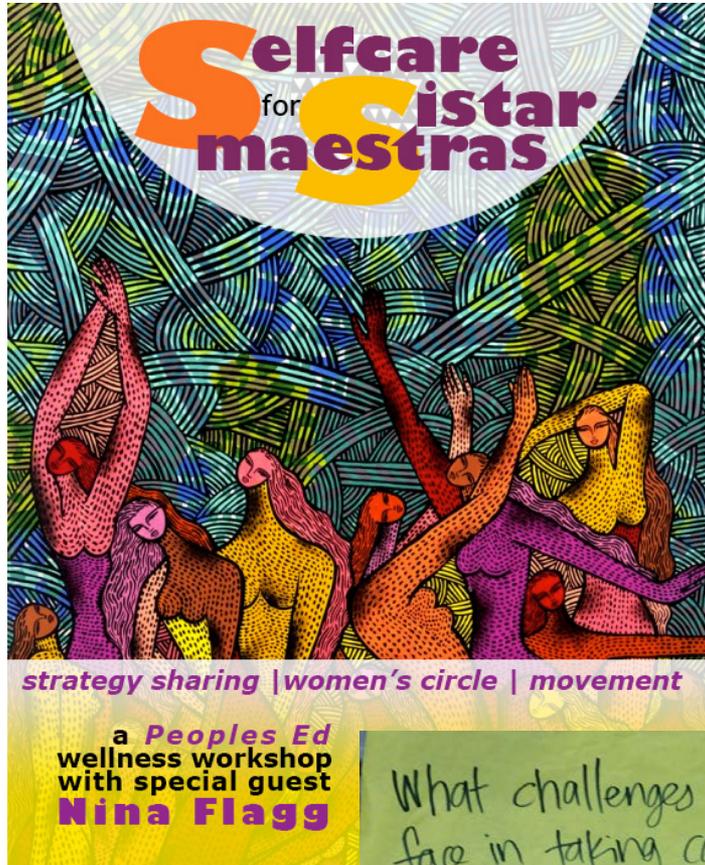


Self-care for body, mind, and spirit

Goals	Self Strategies
Body: How will I care for my body? How will I recognize, understand, and transform heavy emotions?	<ul style="list-style-type: none"> • Yoga • Meditation • Journaling
Mind: How will I gain knowledge I desire? How can I rest my mind?	<ul style="list-style-type: none"> • Family = no work zone
Spirit: How will I purposefully integrate joy (back) into my work/life? How will I connect with others/source/spirit?	<ul style="list-style-type: none"> • Join / initiate an autonomous teacher organization
Boundaries: What am I able/wanting to commit to? What can I say no to? How will I ask for help?	<ul style="list-style-type: none"> • Monthly, quarterly goal setting • Check in with “accountability buddy”



Collective Care for the body, mind, and spirit



What's your favorite practice for self-care?

- dope, ocean, on my toilet, napped
- dance, go to the ocean, listen to music, dance 😊
- Nap time, reading, shopping, watching movies, nice long shower (sunny day)
- > HIPHOP (LISTENING, DANCING, MOVING...)
- > DANCING HULA (AHHH)

What challenges do you face in taking care of yourself?

- Commitment, Choosing to stay after school to talk w/ students, grades, prep work
- discipline, consistent practice
- The guilt of "wasting time" and not being or feeling "productive" for my student &/or family

Sample Agenda

- Share feelings/needs/stories through **Circle**
- Share **strategies** for self-care
- Affirmation/gratitude **journaling + meditation**
- **Dancehall** workshop with Nina Flagg

Takeaways

i am learning
how to love him
by loving myself

- rupi kaur



Self care is about understanding, healing, and affirming ALL parts of your self: body, mind, and spirit

Less guilt, more joy!

Saying NO takes practice, as does saying YES to self care

Hold yourself, others you care about and your institutions accountable for self & collective care

Next Steps YOU Could Take

Right
away

In group setting/meeting do the color wheel activity to gauge stress levels



Identify 'partners in compassion' who you can go to when stress levels are high



Going
forward

Explore interest in a collective care culture/activities with employees at your school site



Questions & Answers



Don't forget to join us on our next webinar on partnering with unions– Nov 17th!

Appendix & Further Resources

References & Resources

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Contact us!

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<https://www.wested.org/about-us/programs/health-human-development-program/services/>

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<http://www.laep.org/our-work/transform-schools/>

Burning Out to Sourcing the Flame

Burn Out Creation	Burnout Prevention
Work Overload	Sustainable workload
Lack of control	Feelings of choice and agency
Insufficient Rewards	Recognition and affirmation
Unfairness	Equity, respect, justice
Breakdown of community	Sense of community
Value conflict	Meaningful, valued work
Job-person incongruity	High job-person fit
Other	Other

Adapted from Skovholt & Trotter-Matheson's take on Maslach & Leiter's 2008 model

If I am a team member / manager, how do I support myself and my staff?

Introduce the topic of compassion fatigue at a staff meeting

Discuss it as an occupational hazard, something that happens to those who do their jobs well, and have a group discussion about ways to deal with it around the workplace such as peer supervision and clinical debriefings. Your staff may have other great suggestions. Don't be surprised if their main focus is on reducing workload and scheduling flexibility: recent research shows that those are the two main areas of work that most significantly contribute to employee stress and illness.

Offer professional development for your staff

PD on topics related to trauma-informed care and other skill-building strategies. Unfortunately, one of the first things to get cut when there are budget restrictions are education, training and backfill to release staff to attend workshops. Research clearly demonstrates that this is short-sighted. Helping professionals need time to learn new skills and opportunities to attend refreshers.

Offer counseling / support services

Offer counseling /support services as part of your benefits package and encourage people to use the service. Be sure to use non-judgmental language and explain all aspects related to confidentiality.

Bring in specialists (on compassion fatigue, stress, burnout, etc)

Bring specialists in to speak to your team or provide opportunities for staff to attend a compassion fatigue workshop.

Get some support yourself, it's lonely at the top!

Many managers tend to be quite isolated and have very stressful jobs themselves. Join an on-line or teleconference support group for managers. This can often be a good way for busy managers to receive support.