




**Center for
Childhood
Resilience**

Resilient Kids. Stronger Communities. Brighter Futures.

Northwestern
FEINBERG SCHOOL
OF MEDICINE

 **Ann & Robert H. Lurie**
Children's Hospital of Chicago
Pritzker Department of
Psychiatry and Behavioral Health

Let's Not Forget About Ourselves: Self-Care Strategies for Adults Working with Trauma-Exposed Youth

Mashana L. Smith, Ph.D.
Kathryn Elvidge



Illinois
**State Board of
Education**


Collaborators

We believe that the diversity of our relationships enhances our mission to promote thriving children, families and communities

Our Collaborators Include:



**Illinois
State Board of
Education**

 **Ann & Robert H. Lurie
Children's Hospital of Chicago®**
Center for Childhood Resilience



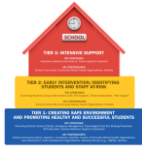
On-Demand Virtual Trainings

- Helping schools and their community partners become more trauma responsive and healing centered
- Foster educators' personal and professional resilience and self-care within context of COVID/Remote Learning

childhoodresilience.org/virtualllearningcommunity

Universal Asynchronous Trainings

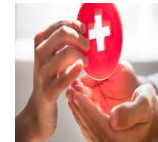
Self-paced asynchronous trainings on a variety of topics



**Impact of Trauma on
Students, Staff and schools**



**Strategies for the
Classroom**



Psychological First Aid



**Racism, Inequity and
Trauma**



Adult SEL

Objectives

By the end of session, participants will have had the opportunity to:

1. Enjoy themselves while learning from peers and colleagues
2. Discuss the realities of burnout and compassion fatigue as an educator
3. Share and consider new self-care strategies to conquer compassion fatigue
4. Collect resources for creating organizational and individual self-care plans



What is the need?

We know that trauma is impacting the lives of students, educators and families

RECENT SURVEYS HIGHLIGHT INCREASED NEED FOR TRAUMA RESPONSIVE SUPPORTS

United States	
White NH	19%
Black NH	33%
Asian NH	5%
Other NH	26%
Hispanic	21%

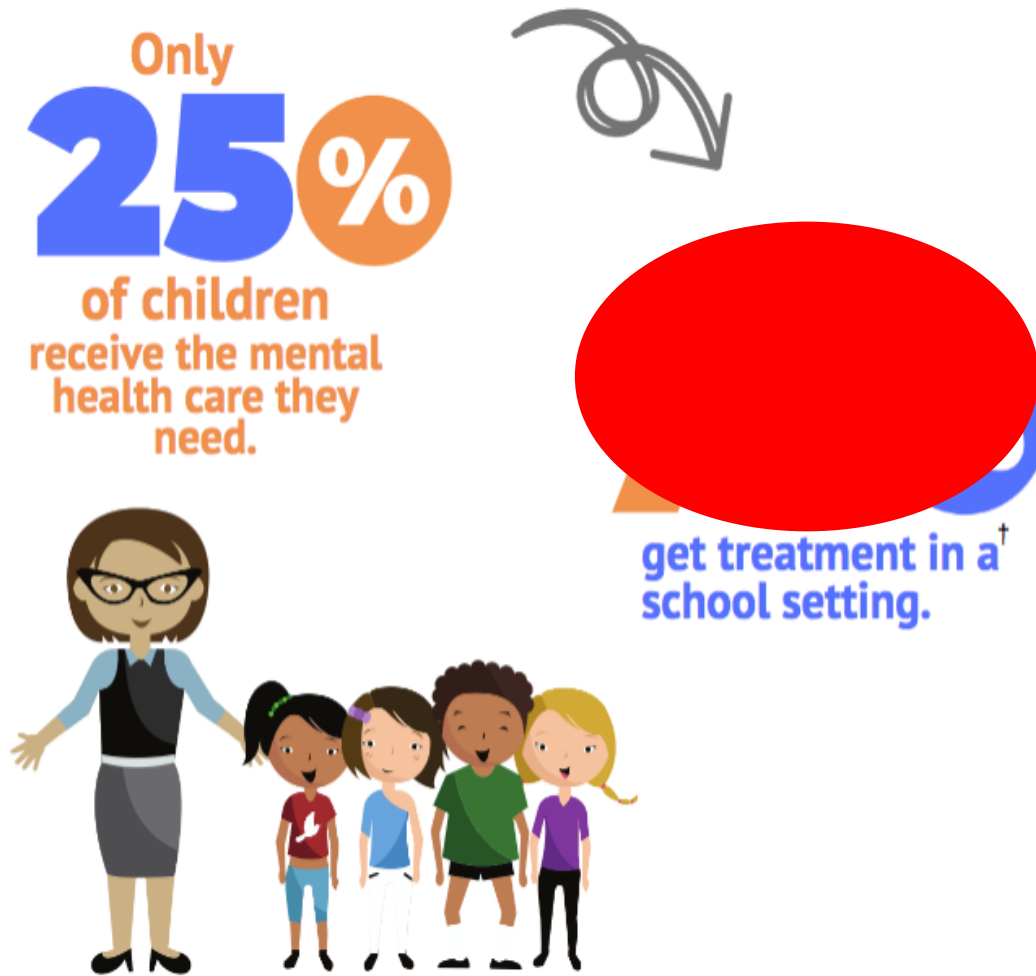
PREVALENCE OF TRAUMA EXPOSURE

- More than **two thirds of children** reported at least 1 traumatic event by age 16
- 1 in 5 high school students was bullied at school
- 1 in 6 experienced cyberbullying

Sacks, V. & Murphey, D. (2020). The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity. Child Trends.

Pacer's National Bullying Prevention Center (2020). Bullying Statistics.

7.5 Million U.S. Children with Unmet Mental Health Needs



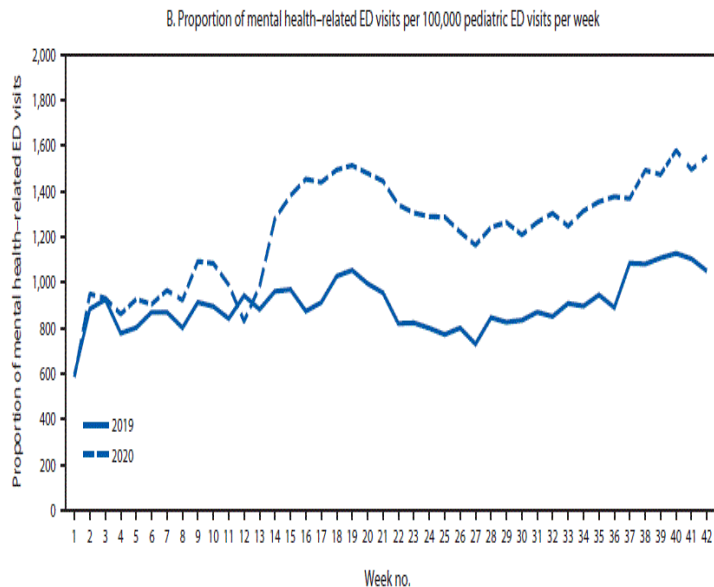
Research suggests that schools may function as the de facto mental health system for children and adolescents.

(Center for Health and Behavioral Health in Schools, 2012)

We know that the pandemic has impacted the lives of students, educators and families

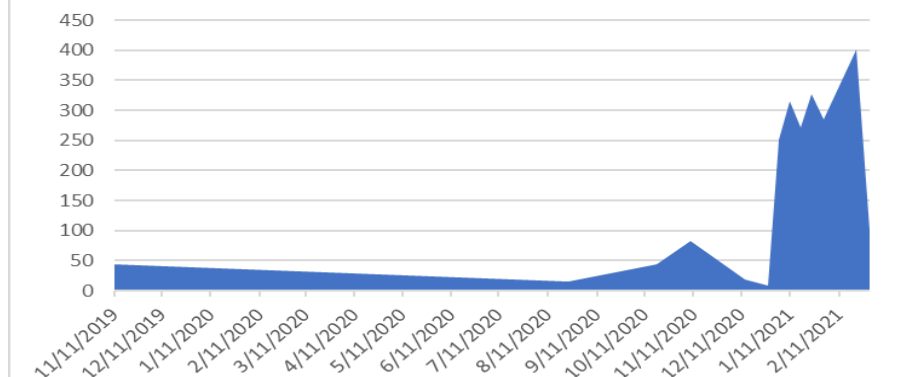
Pre-Pandemic

RECENT SURVEYS HIGHLIGHT INCREASED NEED FOR SOCIAL AND EMOTIONAL SUPPORTS



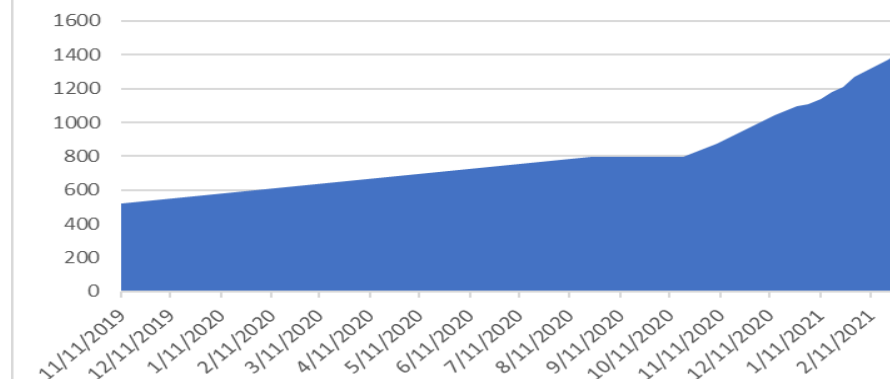
Leeb RT, Bitsko RH, Radhakrishnan L, Martinez P, Njai R, Holland KM. Mental Health–Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. MMWR Morb Mortal Wkly Rep 2020;69:1675–1680.
DOI: <http://dx.doi.org/10.15585/mmwr.mm6945a3>

weekly total KD



Current

Waitlist Total



How are educators doing?



Beyond Burnout

The Cumulative Impact of Stressors Piling Up



Longstanding inequities
(e.g. racism)



Illness, Loss, &
Death



Policing,
Deportations, &
Incarceration`



Economic Instability



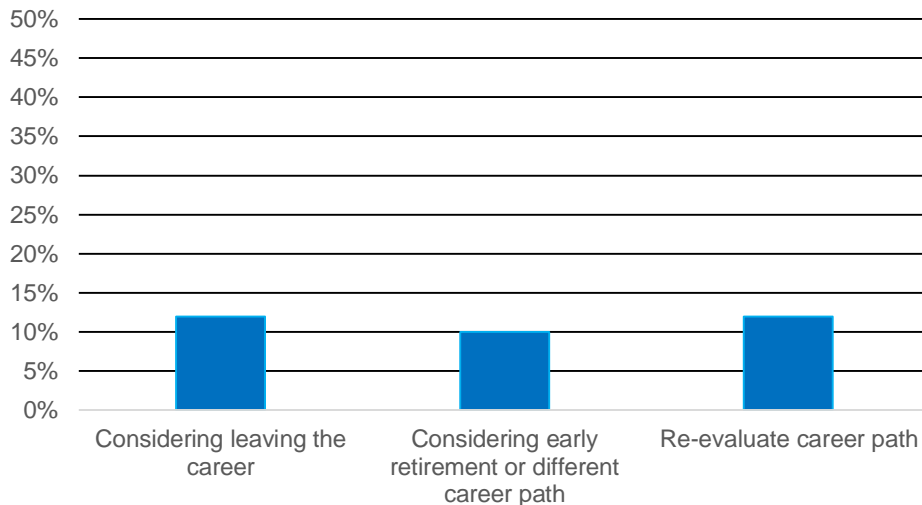
COVID-19 Impact
on daily life



We know that the pandemic has impacted the lives of students, educators and families

RECENT SURVEYS HIGHLIGHT INCREASED NEED FOR SOCIAL AND EMOTIONAL SUPPORTS

Illinois Education Association
Poll (October, 2020)



TRAUMA EXPOSURE AMONG EDUCATORS

- 66% of educators are burned out
- American Federation of Teachers launched a “trauma benefit” this year, which includes counseling for teachers who have experienced events

More on Impact..... Terminology to Know

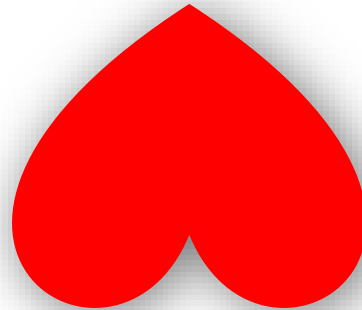
Vicarious Trauma

Secondary
Traumatic Stress

COMPASSION
FATIGUE

Burnout

Compassion Fatigue



The experience of being physically, mentally, or emotionally worn out, or feeling as if you are carrying students' traumas “too much alone.”

(Term coined by Charles Figley)

Activity: Compassion Fatigue Share Out

- Have you ever experienced compassion fatigue?
- If so, how did you know you were experiencing it?
- How did you feel?
- What did you do?
- In what ways did compassion fatigue influence your ability to do your job effectively?



Self-Care in Education: The Organizational and Individual Levels

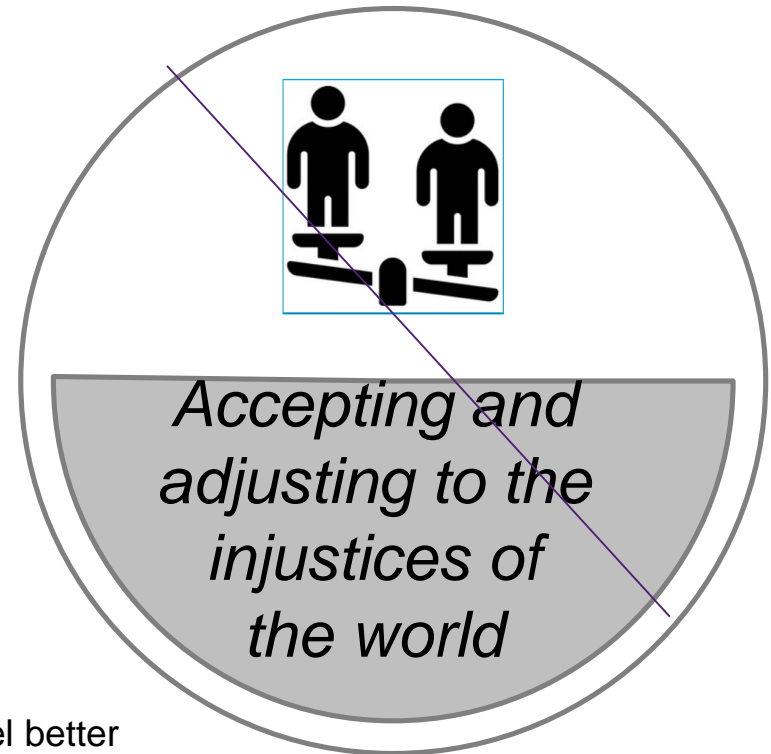
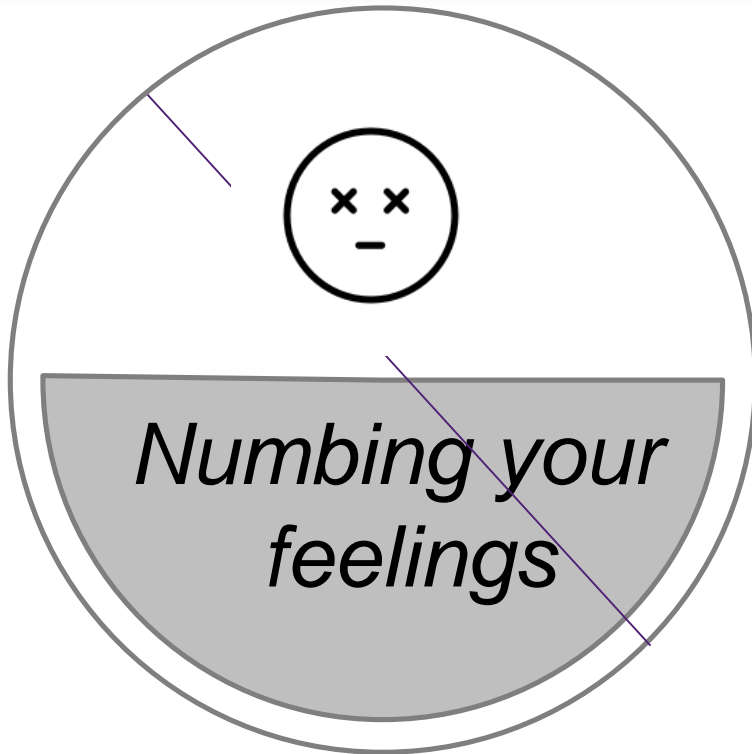
Self-Care as Self-Preservation and Political Warfare

"CARING FOR MYSELF IS NOT
SELF-INDULGENCE,
IT IS **SELF-PRESERVATION**,
AND THAT IS AN ACT OF
POLITICAL WARFARE."



Audre Lorde

What Self-Care Isn't.....



"Not everyone wants to feel better about the status quo. Some people actually want the systems of oppression to change."

-Dr. Joanna Brant

Definition: Self-Care

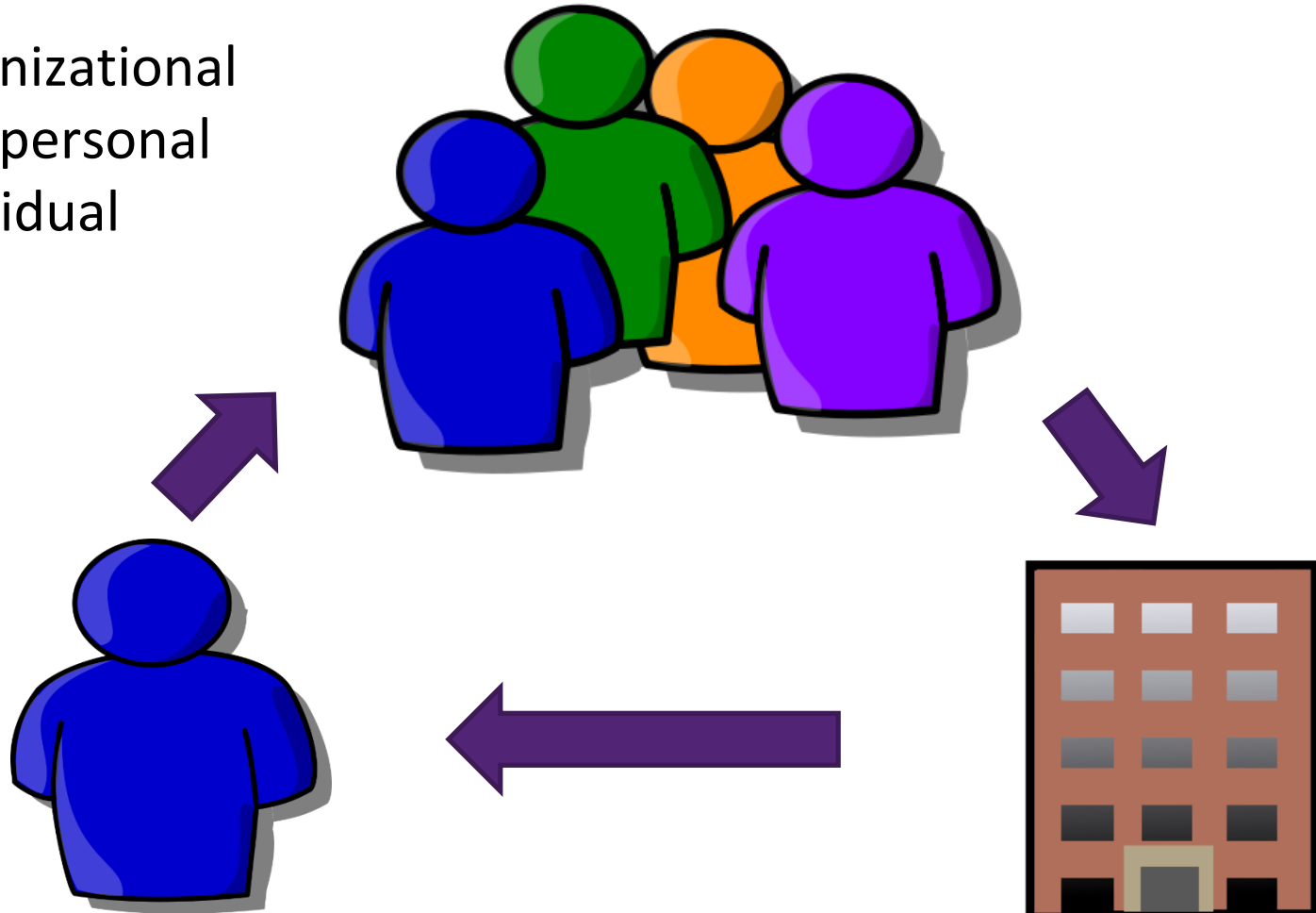
The practices or rituals we use to:

- reduce stress
- cope with the challenges of work
- enhance subjective sense of well-being
- replenish energy levels



Cycle of Self-Care

- Organizational
- Interpersonal
- Individual



Schoolwide Self-Care

- Encourage staff to take breaks, including planning to take vacation time throughout the year
- Maintain regular “supervision” meetings
- Make time to check-in on co-workers’ compassion fatigue
- Creating space for people to say “no” if they are feeling overwhelmed
- Arrange group lunches or other meetings with coworkers
- Maintain healthy, appropriate boundaries
- Know role limits

Creating an Ethic of Care: Assessment and Planning

School Care Assessment & Plan

- Recognize Environment Warning Signs
- What school already does + What it can do
- Schoolwide practices
 - Training and education
 - Support & Supervision
 - Employee Control/Input
 - Communication
 - Work Environment

3.3 School Self-Care Plan

These checklists will help you recognize warning signs of STS at a school level and to choose schoolwide strategies to support self-care.

1. Recognize the warning signs.
A range of warning signs can indicate that your school as a whole may be affected by trauma. Check any signs you detect in your school.

<input type="checkbox"/>	School environment is often chaotic, disorganized, and unpredictable.
<input type="checkbox"/>	Staff members are often fearful of their own safety.
<input type="checkbox"/>	Staff members often use harsh and punitive discipline practices to regain control.
<input type="checkbox"/>	The school has a high rate of staff turnover.
<input type="checkbox"/>	The school has a high rate of staff absenteeism.
<input type="checkbox"/>	There is a lack of communication and/or frequent miscommunication among staff members.
<input type="checkbox"/>	Interpersonal conflicts are increasing among staff members in different roles or departments.
<input type="checkbox"/>	Work is often incomplete.
<input type="checkbox"/>	Work quality is often poor.
<input type="checkbox"/>	The school has a negative atmosphere.
<input type="checkbox"/>	People at the school feel a lack of emotional and/or physical safety.
<input type="checkbox"/>	Staff members have less energy or motivation to go the extra mile.
<input type="checkbox"/>	Staff members collectively tend to be cynical and negative about students.
<input type="checkbox"/>	Student and family complaints about the school have increased.

2. Assess your schoolwide self-care practices.
Check everything that your school currently does to support staff members in each domain.

Training and education

<input type="checkbox"/>	The school provides education to all employees on the signs of STS and related conditions such as vicarious trauma.
<input type="checkbox"/>	The school provides all employees with professional development related to stress management, self-care, and resilience-focused strategies.

HANDOUT 3: SECONDARY TRAUMATIC STRESS AND SELF-CARE PACKET
DOCUMENT RELEASED FOR PILOT PURPOSES ONLY

10

A-B-Cs of Self-Care

• Awareness

- Determine how you are feeling, what your stress level is and whether your behaviors are consistent with who you want to be

• Balance

- Balance among different types of activities including work, personal, family life, rest and leisure

• Connections

- Building social connections and supportive relationships with co-workers, friends, family and community



ACTIVITY

SOURCE: Adapted from Think Trauma Training NCTSN (2012).

Balance & Connection: Self-Care Strategies

Physical

- Sleep Well, Eat Well, Dancing, Exercise, Yoga

Emotional

- See Friends, Cry, Laugh, Praise Yourself, Humor

Personal/Spiritual

- Self-Respect, Pleasure Reading, Say 'No', Smile, Solitude, Prayer, Meditation

Workplace

- Take Breaks, Set Limits, Peer Support, Get Supervision, Use Vacations



A Few More Tips!

- Take Stock-What's on Your Plate?
 - Make a list of all the demands on your time and energy
 - Try to make this list as detailed as you can
- Start a Self-Care Idea Collection
- Find Time for Yourself Every Day
 - think of simple ways to take mini breaks during a work day
- Delegate
- Have a Transition from Work to Home
 - Do you have a transition time between work and home
 - Do you have a transition process when you get home?
- Consider Joining a Peer Support Group
- Attend Workshops/Professional Development Regularly
 - connecting with peers, time off work, and building your professional skills

Creating an Ethic of Care: Assessment and Planning

Self Care Assessment & Plan

- Recognize Individual Warning Signs
- What you are doing + Can you do more?
- Self care domains
 - Physical
 - Psychological
 - Emotional
 - Spiritual
 - Professional
 - Financial

3.2 Staff Self-Care Plan

Use this worksheet to create your own self-care plan. You do not need to share your answers with anyone—this is simply for self-reflection. Check back regularly to see how things are going and assess whether you need to make any adjustments to your plan.

1. Recognize the warning signs.

Becoming aware of the effects your work has on you is essential to helping you take care of yourself. Think about the warning signs of STS and related conditions and consider how they may be present in your daily life. Even if you are not regularly exposed to student trauma, you may be struggling with issues of burnout or remnants of your own personal trauma experience. Feel free to add other signs that you are feeling overworked, overextended, or overwhelmed.

Warning Sign	Yes or No	If Yes, Describe the Effect on You
Increased anxiety or concern about safety	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Intrusive, negative thoughts and images related to your student's traumatic experiences	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Difficulty maintaining work-life boundaries	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Avoiding people, places, and activities that you used to find enjoyable	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Feeling emotionally numb, disconnected, or unable to empathize	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Resources

Professional Quality of Life Measure

<http://www.proqol.org/>

Support for Teachers Affected by Trauma

www.statprogram.org

Self-Compassion: Dr. Kristin Neff

<http://self-compassion.org>

Provider Resilience App

<http://t2health.dcoe.mil/apps/provider-resilience>

Trauma Stewardship Institute

<http://traumastewardship.com/the-trauma-stewardship-institute/>

Relax.practicewise.com

Relax.practicewise.com/

Stop, Breathe and Think App

<http://stopbreathethink.org/>



Self-Care is a
priority and necessity
- not a luxury -
in the work that we do.

Questions?



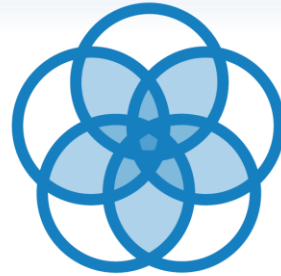
Supporting School Communities

Universal Trainings are available NOW!

- FREE, self-paced trainings that provide Professional Development Hours for educators and continuing education credits for Illinois licensed social workers and psychologists
- All 5 modules are currently available
- Visit the CCR Virtual Learning Community and create a free account to get started: <https://childhoodresilience.org/virtualllearningcommunity>

Questions? Contact: Katie Elvidge kelvidge@isbe.net

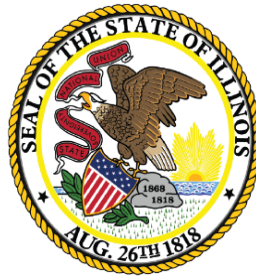
Thank you!



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