

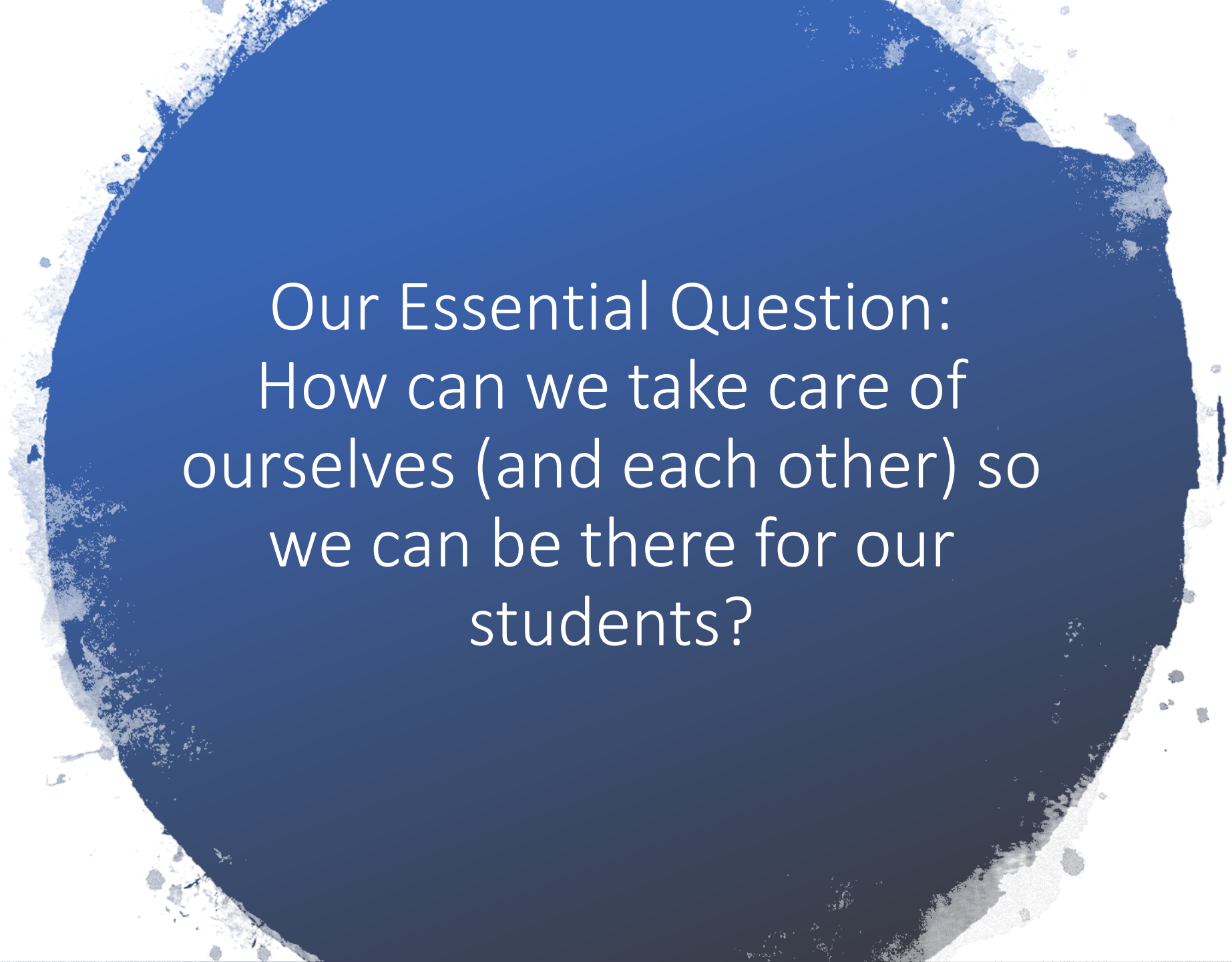


Self and Collective Care

GearUp September 29, 2020

Lara Kain

larakain1@gmail.com



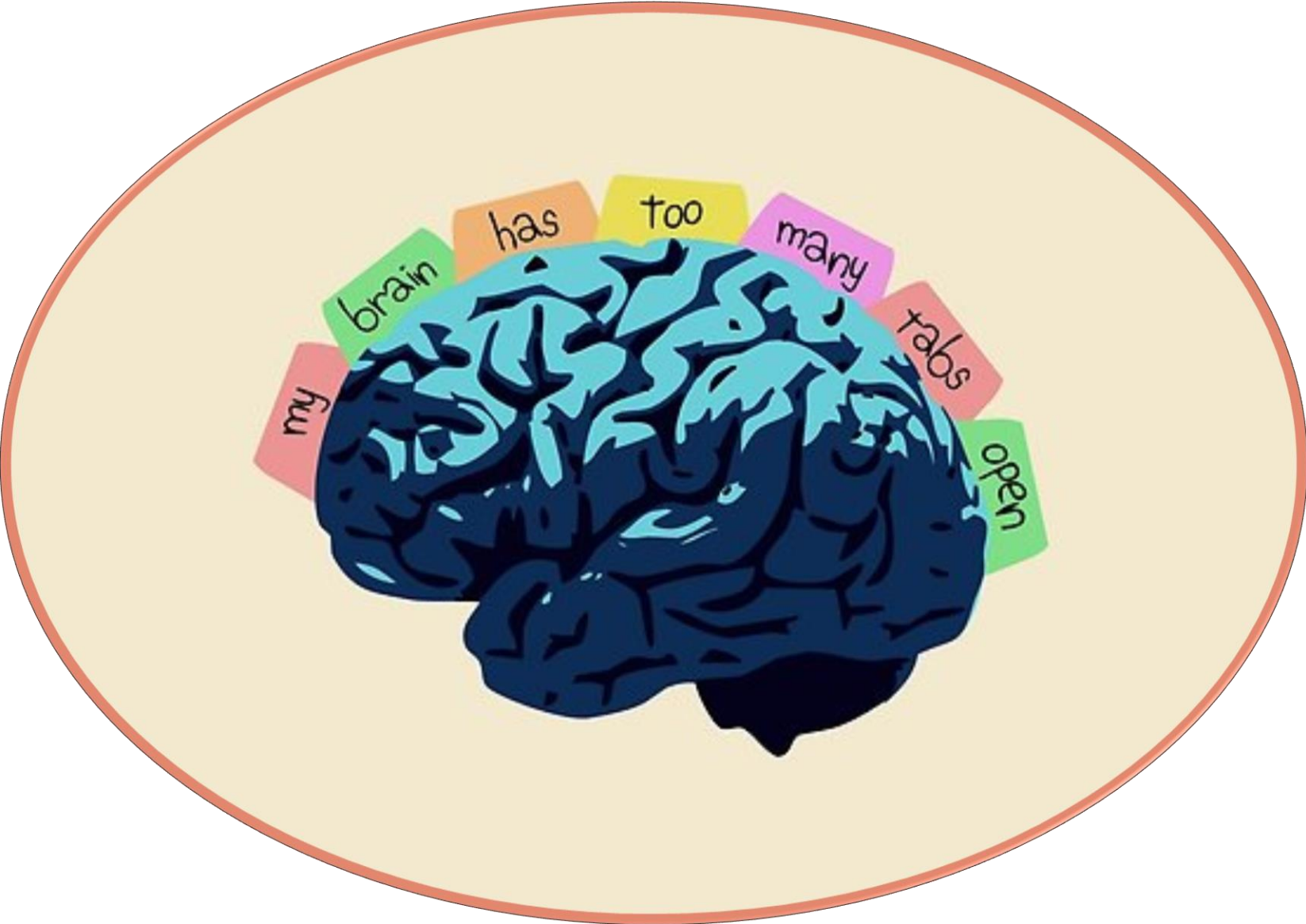
Our Essential Question:
How can we take care of
ourselves (and each other) so
we can be there for our
students?

A pair of hands is shown holding a small green basil plant. The hands are positioned at the bottom and sides of the plant, with fingers gently gripping the stems. The background is a solid teal color. The overall image conveys a sense of care and nurturing.

Intended Outcomes

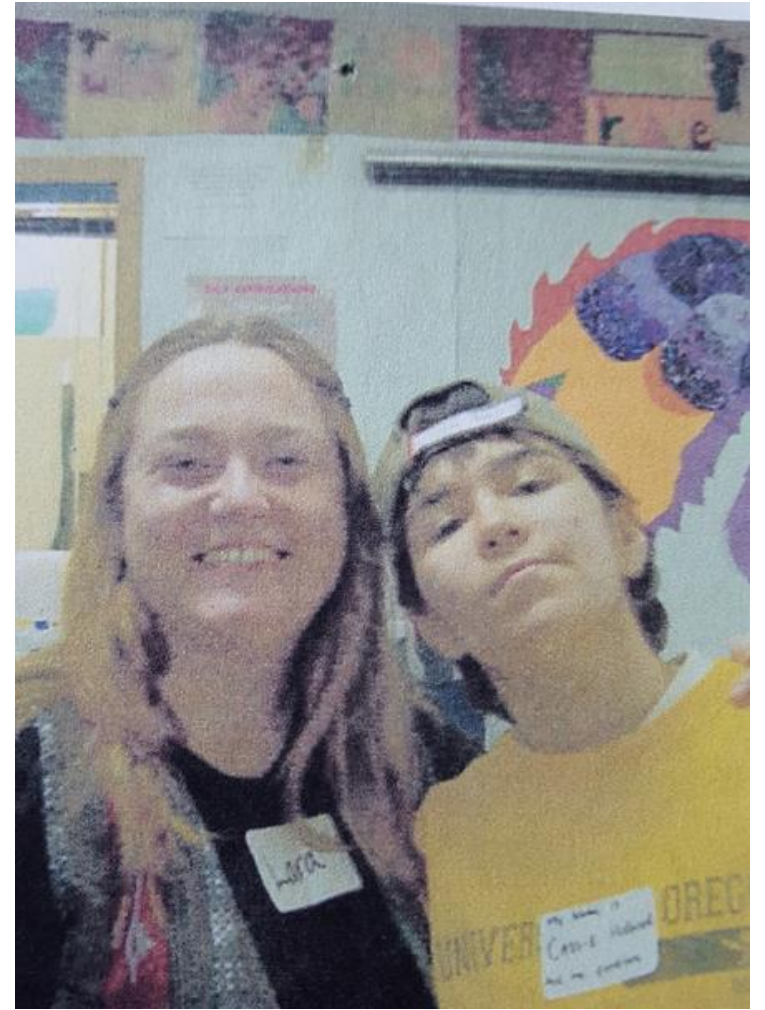
- Develop an awareness of how self-care provides safety for mental and emotional well-being
- Deepen understanding of compassion satisfaction and the progression of burnout
- Explore the role of self-care in the workplace







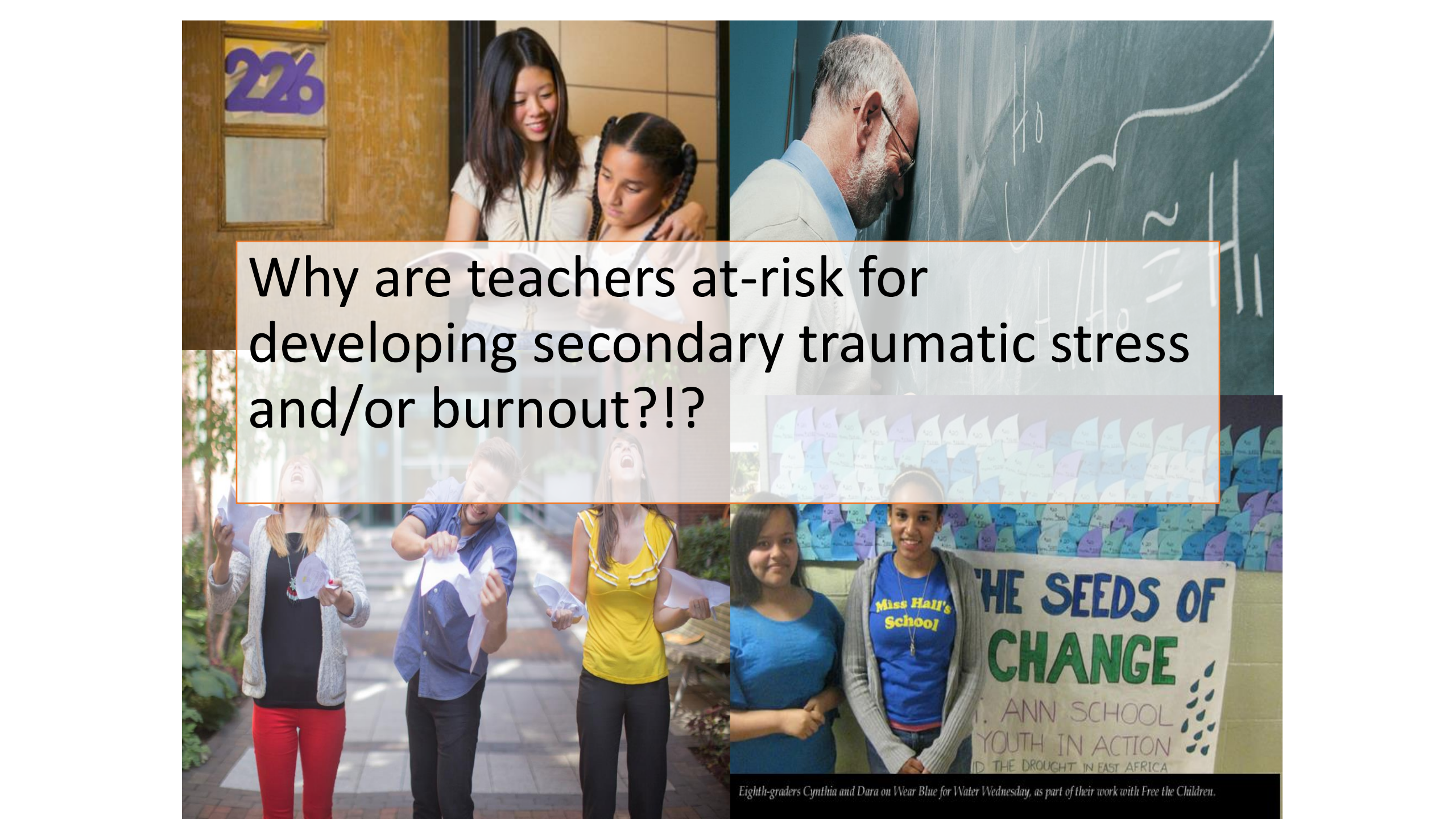
THIS WORK IS DEEPLY PERSONAL



EPIC FAIL

SELF CARE





Why are teachers at-risk for developing secondary traumatic stress and/or burnout?!?

Eighth-graders Cynthia and Dara on Wear Blue for Water Wednesday, as part of their work with Free the Children.



Challenges to Self-Care

- **Insufficient Recovery Time**
- **Unresolved Personal Trauma**

**“With great power comes great responsibility”
Positive relationships with youth can sometimes
cause us to feel overwhelmed.....**

It is emphasized over and over that the youth-adult relationship is an important protective factor and builds resilience. That is a huge responsibility that can sometimes feel overwhelming.

The Cost of Caring

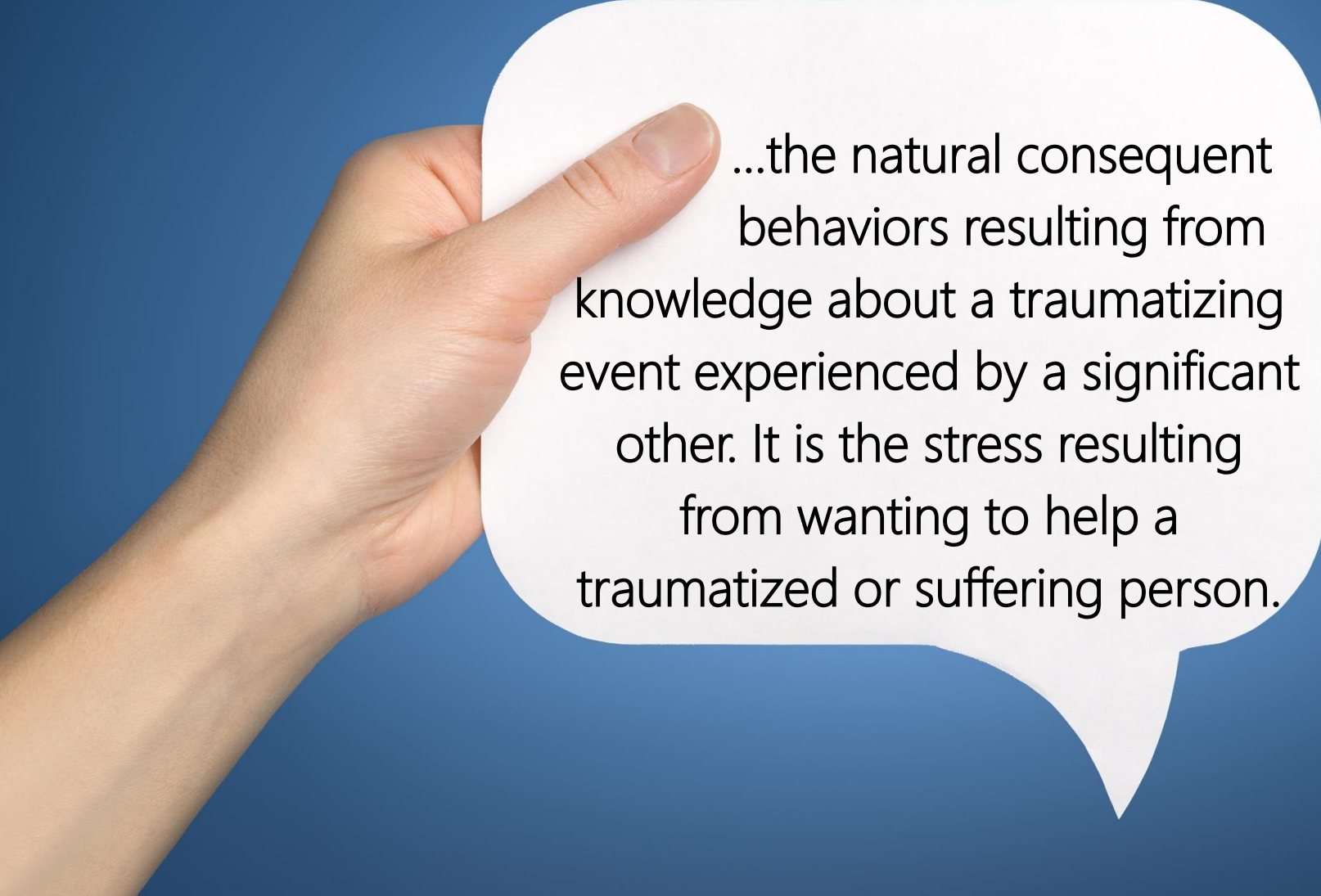
“The expectation that we can be immersed in the suffering and loss daily and not be touched by it is as unrealistic as **expecting to walk through water without getting wet**. This sort of denial is no small matter. The way we deal with loss shapes our capacity to be present to life more than anything else. The way we protect ourselves from loss may be the way in which we distance ourselves from life. **We burn out not because we don't care but because we don't grieve**. We burn out because we've allowed our hearts to become so filled with loss that we have no room left to care.” -Remen in Mathieu (2012, p.7)




What is it that we are talking about?

Secondary Trauma,
Compassion Fatigue, and Burnout

Secondary/Vicarious Trauma is...

A hand is shown holding a white speech bubble against a blue background. The speech bubble contains the following text:

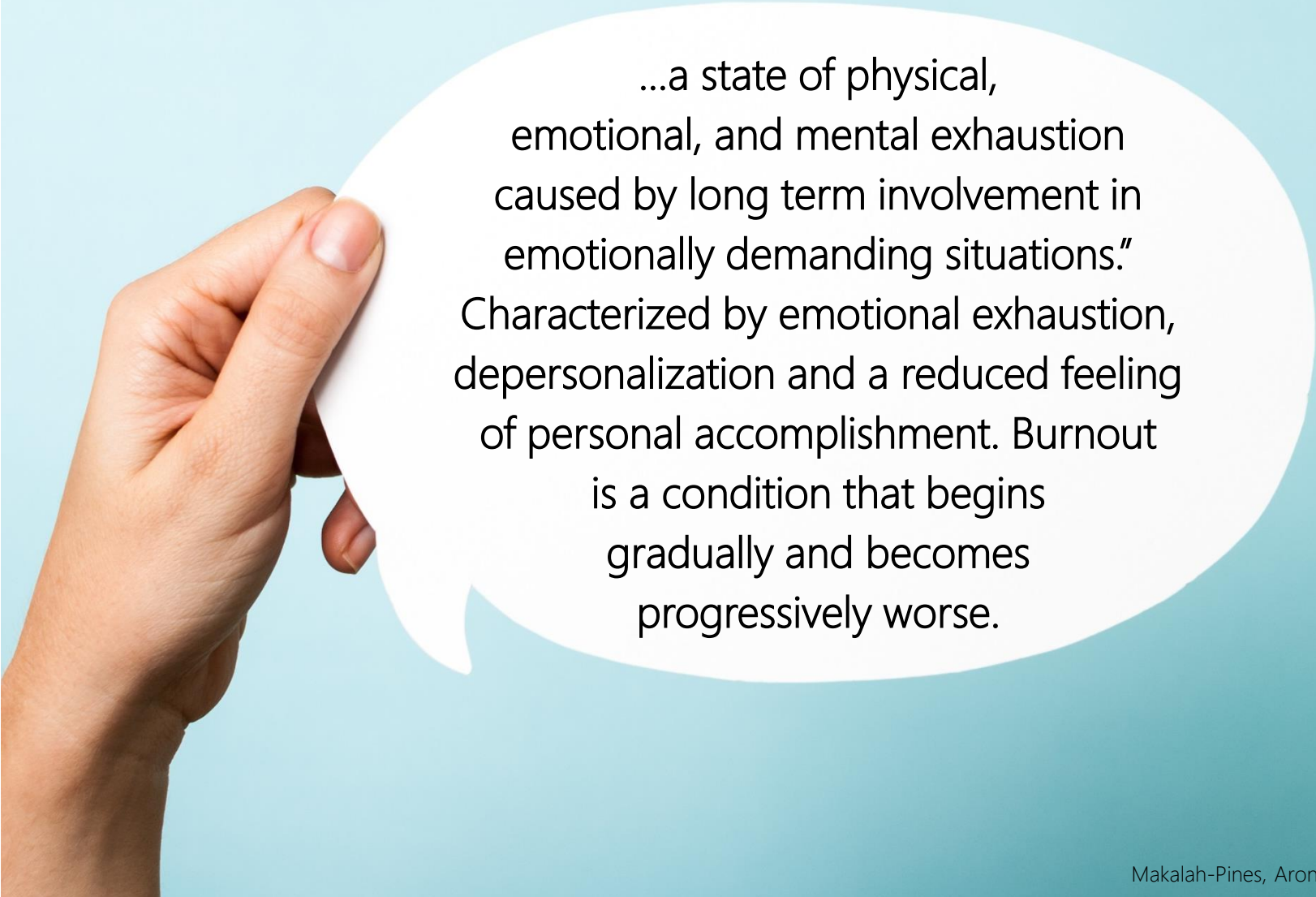
...the natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from wanting to help a traumatized or suffering person.

A hand with a grey and white patterned sleeve is holding a large, yellow, speech-bubble-shaped graphic. The background is a solid, muted purple color. The text inside the bubble is centered and reads: "...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.

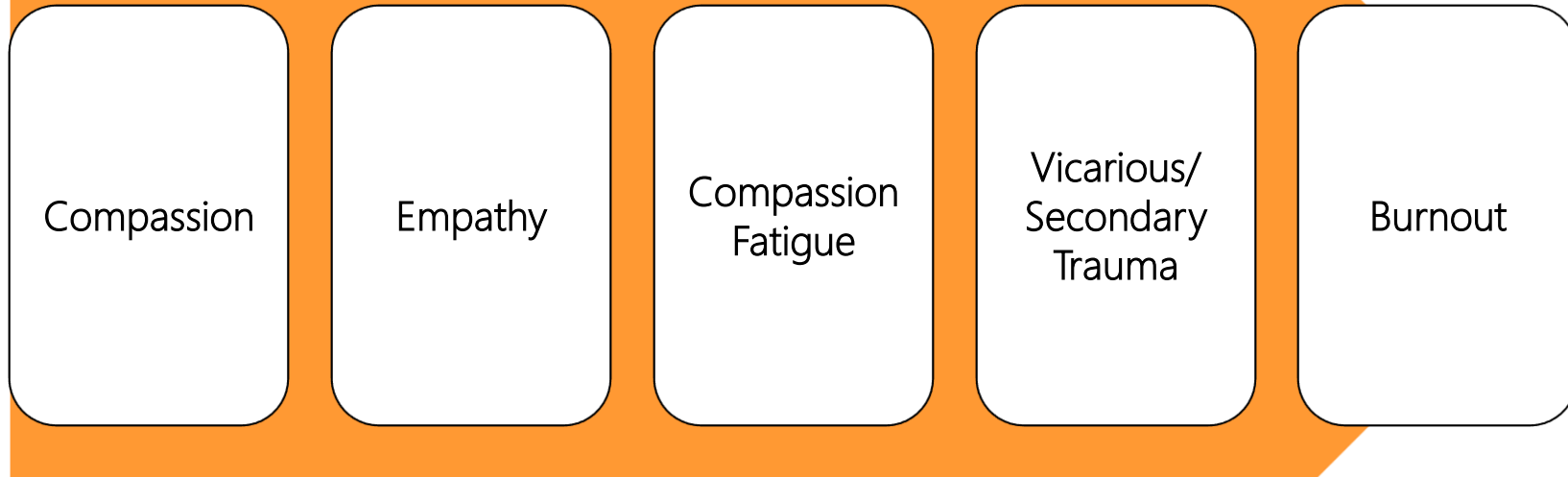
...the emotional residue
or strain of exposure to working with
those suffering from the consequences
of traumatic events. It differs from
burn-out, but can co-exist. Compassion
Fatigue can occur due to exposure on
one case or can be due to a
"cumulative" level of trauma.

Compassion Fatigue is...

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.



Progression of Burnout

- Teaching is one of the top jobs associated with stress-related health problems
- Teacher stress and burnout contributes to high teacher turnover, which impacts school climate, disrupts continuity, and destabilizes learning environments
- Traditional behavior management strategies are often ineffective in addressing behavior related to trauma and teachers may lose their sense of efficacy



Why is This Important?



- Teacher self-awareness and self-management is important: emotions, balance, coping in action, holding compassionate conversation while being in potentially emotionally provocative situations is stressful.
- School climate is among the most important factors in whether teachers stay or leave.
- A positive climate for students enables teachers to focus on teaching and be more effective.


Why is This Important?

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

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

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, Department of Psychiatry. University of California, SF.





Relationships are important between adults in the building.

- A primary mediating factor for ongoing stress for students is the social cohesion of the adults in their environment. (Wingo et al., 2010)
- The positive resilience building relationships cannot be between teacher and students only, but also between teacher and fellow teacher.
- School leadership has a role and responsibility in fostering that culture, but so do teachers themselves.

A photograph of a female teacher and a young student in a classroom. The teacher, on the left, is smiling and looking at the student. The student, on the right, is also smiling and looking back at the teacher. They are standing in front of a chalkboard. On the chalkboard, there are some math problems written in chalk: $+ 1 = 2$, $+ 2 = 2$, and $+ 2 = 2$. The student is wearing a white shirt and a dark blue vest. There are several books stacked on a desk in front of them.

Positive Relationships Build Resilience For Adults Too.

When staff and students have entered into positive, reciprocal relationships it not only builds the resilience of the child but that of the adult as well. This can have a tremendous impact on staff perception about their daily environment .

IF WE WANT PEOPLE TO FULLY SHOW UP, TO BRING THEIR WHOLE SELVES INCLUDING THEIR UNARMoured, WHOLE HEARTS - SO THAT WE CAN INNOVATE, SOLVE PROBLEMS, AND SERVE PEOPLE - WE HAVE TO BE VIGILANT ABOUT CREATING A CULTURE IN WHICH PEOPLE FEEL SAFE, SEEN, HEARD, AND RESPECTED."

~ *BRENÉ BROWN*



In order to improve the experience for those we serve we must pay attention to our own well being.

As schools journey toward trauma-informed and resilience-oriented practices, we often focus on improving students' behavior and improving their outcomes. In order to meet their needs, supporting our own resilience and wellness is essential. We cannot be there for them if our 'buckets' are empty.

Self-Care has been defined as providing adequate attention to one's own physical and psychological wellness. Beyond being an aspirational goal, engaging in self-care has been described as an "ethical imperative" and is part of the APA's Ethics Code (2002).



“First put on your own oxygen mask before assisting those around you.”

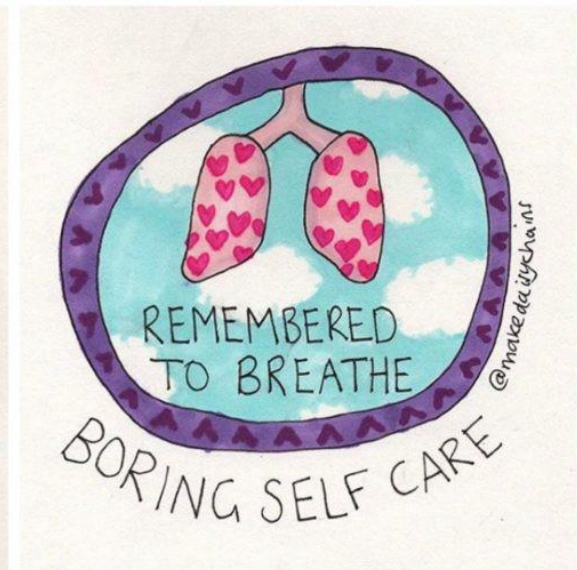
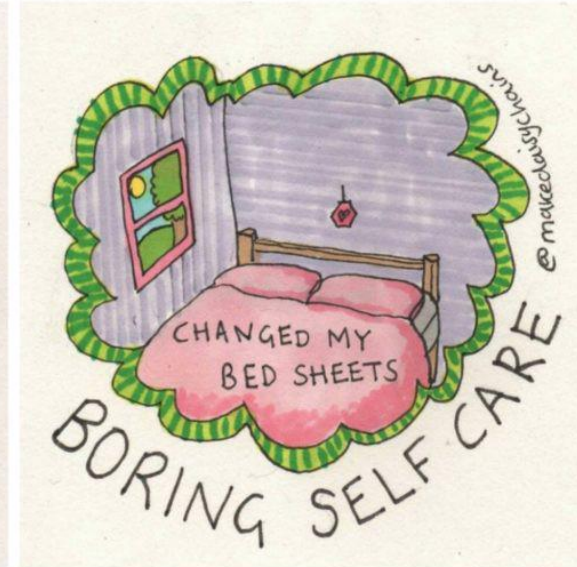
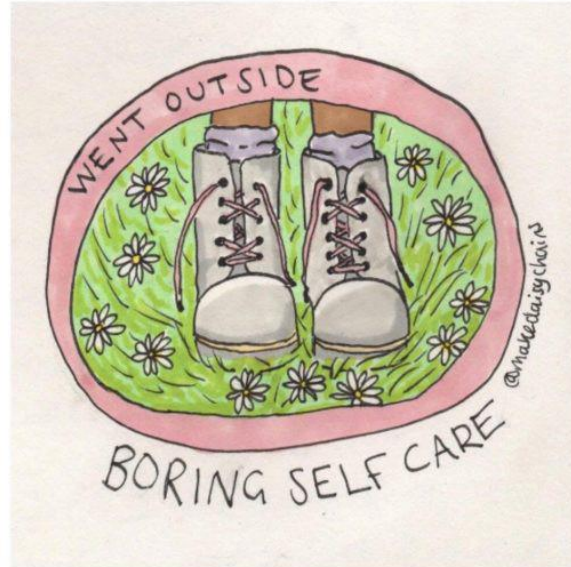
Staff Self Care



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)

Suggestions for practicing professional wellness:

1. **Physical Self-Care:** Exercise/Nutrition/Sleep
2. **Emotional Self-Care:** Dealing with feelings in a healthy way through journaling/friends/counseling
3. **Psychological Self-Care:** Improving your mind and understanding yourself through reading for pleasure/continuing education
4. **Social Self-Care:** Spending time with family and friends/belonging to groups and communities
5. **Financial Self-Care:** Spending/Saving responsibly
6. **Spiritual Self Care:** prayer, spirituality, meditation, step, self-reflection, nature



OPINION

Fight Burnout and Compassion Fatigue With Lots of Self-care Ideas

By Larissa Krause

Posted on November 29, 2017

f t p See Comments



For years I have sought out with fierce determination conversations, books and articles such as this. Articles with titles like "5 Steps To Wellness," "7 Must-Have self-care Tips" or "10 Ways for a Healthier You."

From peer-reviewed articles to O Magazine, I sift through pages with critical eyes looking for that aha moment where I find something new to

SEARCH

Google Custom Search [Search]

LEARN MORE

The Texas Campaign's 8th Annual Symposium

FORGING AHEAD: THE CHALLENGE OF CHANGE

April 15-16, 2019
Austin, Texas

The Texas Campaign
To Prevent Teen Pregnancy

www.TXSYMPOSIUM.ORG

Two Kinds of Self-Care

Feel good self-care: the kind that gives you immediate gratification and nourishes your soul, like **laughing with a friend who just gets it, getting a massage, taking in a deep breath, organizing your desk, drinking more water, snuggling with your puppy**, etc. This kind of self-care we can creatively coin the feel good self-care. It's the one most of us think of when someone asks us what we do for self-care.

<https://youthtoday.org/2017/11/fight-burnout-and-compassion-fatigue-with-lots-of-self-care-ideas/>

Smart self-care: The second category we'll call smart self-care, which I have affectionately nicknamed the sucky self-care. A solid truth I've come to understand is that smart self-care is not something we feel like doing, but it's the kind of self-care we are starving for.

Smart self-care is about cultivating strategies to address things like **healthy boundaries, vulnerability, toxic relationships, reactiveness, numbing, scarcity, failure, success, etc.**

<https://youthtoday.org/2017/11/fight-burnout-and-compassion-fatigue-with-lots-of-self-care-ideas/>

“We already know how to find strategies, so that isn’t the real question.

The real question is:

What gets in the way of feeling authentically well for you?”

Share your answer with your breakout room

<https://youthtoday.org/2017/11/fight-burnout-and-compassion-fatigue-with-lots-of-self-care-ideas/>

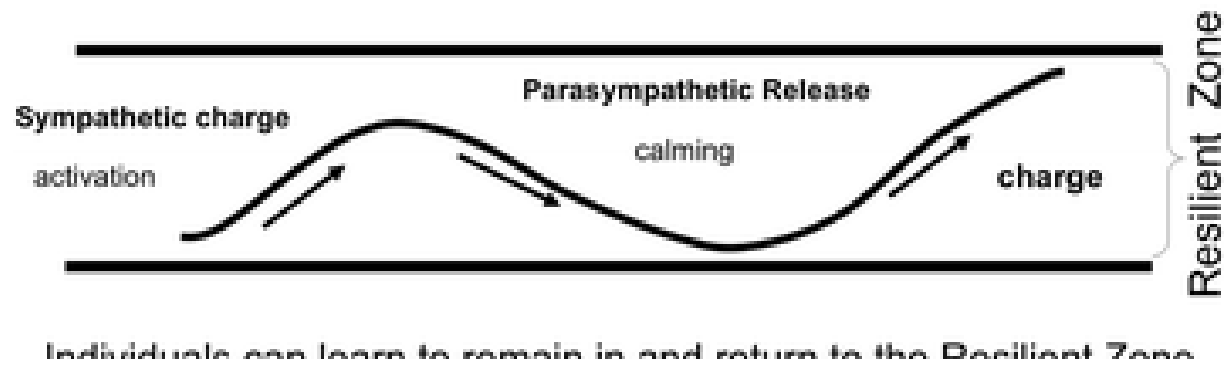
Default response:

This activates when you're stressed or put on the spot. This default response is primal, it happens for the most part without your permission, and **it often pulls you away from your core values.**

With self-reflective practice, you probably have an understanding of what that looks like for you. It's not about fighting the primal reaction (hint: It's got thousands of years of evolution on you, you'll totally lose).

The Resilient Zone

In the "Resilient Zone" individuals have the best capacity for:
Flexibility and adaptability
Pro-social behavior
Executive functioning
Being responsive rather than reactive



The Functional Zone: Resilient Zone



Strategies for Self-Regulation

- **Breathe** (exhale slowly and feel the sensations in your body)
- **Move** (exercise, tap your foot, bounce your leg, get up and walk if you can)
- **Touch** (Self Holds)
- **Play and Laugh, a LOT**

Ways you can be mindful every day!



Grounding Mindfulness Exercise: 5-4- 3-2-1

This exercise helps you shift your focus to your surroundings in the present moment and away from what is causing you to feel anxious. It can help interrupt unhealthy thought patterns.

Sit quietly and slowly notice:

5 things you can see

4 things you can physically feel

3 things you can hear

2 things you can smell

1 thing you can taste

Remember try not to judge what you notice or your intruding thoughts as 'good' or 'bad', just notice them and move on

Sit upright, rest your hands on top of your thighs, and make sure you're comfortable.

If you have difficulty focusing and your mind starts to wander, totally normal, bring your attention back to your breathing.



Sometimes, the
“self-care” mandate
just doesn’t work

No matter how hard
we try.



Envisioning Collective Care

- . *Discuss briefly:*
- . *Wellness at my organization...*
- . *Looks like...*
- . *Feels like...*
- . *Sounds like...*
- . *Etc.*



Principle Ideas

- Clarity of Vision
- Continuity of Practice

What is collective care? How can policies and practices support our wellbeing?

It is essential to make this a priority!

- Be intentional
- Set into policies and strategic plan
- Align budget to allow for employee wellness activities to be a priority



What is collective care?
How can school policies and practices support our wellbeing?

Examples From the Field

- Create an employee interest survey, find out what employees want
- Samples can be found here
- SCHOOL EMPLOYEE WELLNESS: A Guide for Protecting the Assets of Our Nation's Schools
http://www.dhpe.org/page/Programs_SEW This is a comprehensive guide that provides information, practical tools and resources for school employee wellness programs.

Practices that support staff wellness

- Accessing support networks
- Seeking support from your colleagues
- Institute a buddy system
- Engage in “debriefing” and develop formal opportunities to connect with colleagues (“what is it like for you to teach?” “what is most difficult or challenging for you?” what is most rewarding when working with students with a trauma narrative, or who get dysregulated?” “What do you need right now?” “How can we be of most help?”)
- Identify areas of professional inquiry and get trained in areas to boost your competency
- Provide community building activities
- Organizational (school & district based)
- Schedule emotional check-ups (norm sharing during team meetings)
- Provide on-going supervision and growth mindset-oriented feedback
- Encourage professional development and training (balancing training that focuses on students’ welfare with training that focuses on educators’ welfare)

Example of Best Practice From the Field

Individually, identify two practices on the Self-Care Wheel that you commit to practice over the next week.

****Choose practices that align to your personal interests and best practices****

Share your selections with your Compassion Partner and why they are best for you. Repeat this step for both partners.



Partners in Compassion




Find your partner in compassion. Discuss how you have been taking care of yourself lately and your plan for self care in the next month.



Check In- Check out

Text a colleague at the beginning and end of every day



Wellness Wednesdays

- Dedicated time for wellness activities, attempting to continue virtually by supporting and encouraging each other to commit to an activity at home.

What is collective care?
How can school policies and practices support our wellbeing?

Examples From the Field

Prioritize budget or apply for grants to create a break room where school employees can recharge.

- Indirect Lighting
- Comfortable Seating
- Yoga Mats
- Aromatherapy
- Paint warm colors on the walls

What is collective care?
How can school policies and practices support our wellbeing?

Examples From the Field

Encourage and make space for group activities and team building.

- Lunch time walks
- Afterschool Yoga
- Book groups
- Regular celebrations and positive acknowledgement

Next Steps YOU Could Take...

Right Away

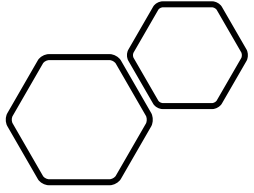
- Identify 'partners in compassion' who you can go to when stress levels are high
- Share self-care strategies with staff

Going Forward

- Explore interest in a collective care culture/activities with employees at your site, do an interest survey
- Build a leadership team to drive the work

Kaiser Permanente — with input from researchers, unions and administration associations — developed a **Guide to School Employee Well-Being Through Collaboration**. This resource provides a roadmap for unions and school district administrators at all levels to work together to build successful employee well-being initiatives.

https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2017/06/KP_School_Employee_Wellbeing_web.pdf



Contact Me



Follow Me! @larakain1



Connect with Me!
www.Larakain.org



larakain1@gmail.com