



## Developing Your Compassion Resilience Toolkit

A Toolkit for 

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Rogers Behavioral Health

Developed in partnership with:




Toolkit url: [Compassionresiliencetoolkit.org](https://compassionresiliencetoolkit.org)

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## A Mindful Pause



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## Goals for today



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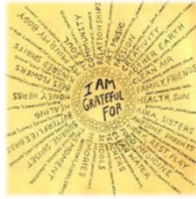
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Share with your small group members three things for which you are grateful.

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### Why do this work?

A vision of a compassionate culture

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### Rationale

1. Staff resilience and student progress
2. Staff retention
3. Role of collegial supports and leadership
4. Economic impacts
5. Organizational commitments
6. Job satisfaction
7. Innovation

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## Building Our Compassion Resilience

- The power to return to a position of empathy, strength, and hope after the daily witnessing of the challenges our students face and the realities of the workplace.
- To be optimistic in an imperfect world.



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### To achieve the goal of consistent compassion, we focus on tools to:



1. Understand what it means to act with compassion and recognize when we are not
2. Minimize what leads to compassion fatigue and maximize what makes us resilient (individual, team and systems)
3. Set clear, realistic and aspirational expectations for ourselves and others
4. Set personal boundaries to support our ability to meet those expectations
5. Create a sense of accountability in all team members for the culture of our organization
6. Put strategies into practice that build and maintain our well-being

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## Toolkit Introduction

Staying Resilient During COVID-19 with brief blogs and videos to share with others. [Learn More](#)

Facilitator resources to build the capacity of helping professionals, caregivers, and the systems in which they serve.



- A tier one approach to staff compassion resilience
- NOT an intervention for staff who "who need it most"

**The ONLINE toolkit is free, flexible and available to you at any time.**

[compassionresiliencetoolkit.org](https://compassionresiliencetoolkit.org)

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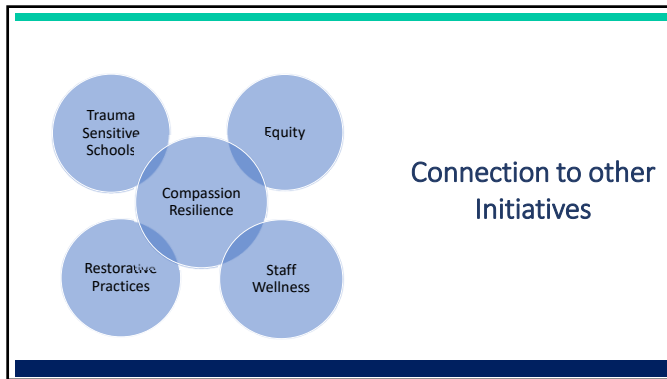
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### What Is Self-Compassion?



**Self-Kindness**  
Be loving towards ourselves  
instead of self-critical.



**Common Humanity**  
Everyone suffers. You are  
not perfect. No one is.  
You are not alone.



**Mindfulness**  
Notice our struggle. Feel it,  
instead of being reactive.  
Be with it, avoiding  
self-judgment or overreaction.

When you feel like you have fallen short,  
how do you practice self-compassion?

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### Section 3: Compassion Fatigue



- Secondary trauma, burnout, and compassion satisfaction - ProQOL
- Gradual lessening of compassion over time
- Avoid trying to understand what people face
- Become less effective in our roles
- Life satisfaction decreases



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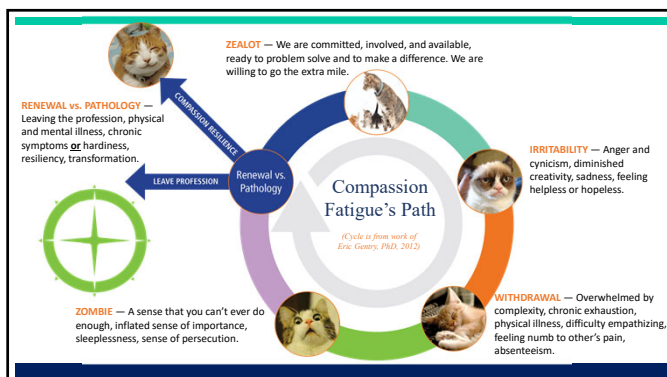
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Compassion fatigue is a  
**NORMAL** response to  
 complex and overwhelming  
 circumstances.

And, we can prevent and intervene  
 early to lessen the impact.

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Team Conversations to Build Compassion Resilience

- Section 4: Drivers and Locus of Control
- Section 5: Expectations
- Section 6: Compassionate boundary setting
- Section 7: Staff culture

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Drivers of Compassion Fatigue and Resilience  
& Your Locus of Control

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### Drivers of Fatigue

- Too many initiatives
- Paperwork
- Focusing on the problem
- Student mental health needs
- "Us" vs "Them" attitude
- Overwhelming demands of the jobs
- Meeting everyone's expectations (student, administration, staff, state)
- Competing home vs job responsibilities
- Amount of testing L
- Student behaviors L
- Challenging parents
- Lack of resources/funding
- Unrealistic expectations for role
- Too many meetings
- Colleagues speaking badly about students
- Always being "on"
- Emails
- Racism and other forms of oppression L
- Systems working in isolation
- Uninformed supervisors/administrators
- Time
- Lack of support community agencies

### Drivers of Resilience

- Recognition and appreciation
- Setting staff boundaries L
- Students recognizing staff's hard work/impact
- Student success and progress L
- School wide celebrations of success
- Teamwork
- Staff and administrative support L
- Productive meetings
- Thoughtful gifts from other staff
- Having fun together – potlucks
- Time for collaboration L
- Food (in lounge)
- Family partnerships L
- Hearing "thank you's" from students
- Building meaningful relationships with students
- Working on special projects with students
- PTO/PTA Events
- When systems are working effectively L
- Co-curricular L
- Focusing on positives and purpose L
- Watching other students build relationships with each other L
- Humor

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## Section 5: Expectations



Communicating/understanding the why, the what and the how of desired action

1. What is an example of an expectation that someone had for you that was "aspirational"?
2. What is an expectation you have for yourself in your work or personally that you think might be unrealistic? What is the impact of that on you and your relationships?
3. What is an example of an unstated expectation that you think someone else has for you?

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### Section 6: Compassionate Boundaries

“Compassionate people ask for what they need. They say no when they need to, and when they say yes, they mean it. They’re compassionate because their boundaries keep them out of resentment.”

Brené Brown



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## Tips for Setting Compassionate Boundaries



1. Know what you want to say "Yes" to in your life (values and priorities).
2. Be proactive. Have "meetings" to discuss boundaries. Structure offers safety for both sides.
3. Just say it! Don't make them guess. Use simple and direct language.
4. Reinforce by pointing out the violations IN THE MOMENT.
5. Give explanations that are specific, relevant to the other person, and offer shared solutions.
6. Back up your boundary with action. If you give in, you invite people to ignore your needs.

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## Boundary language examples:

To respond to angry student:

- "I want to work with you to figure this out. It will be hard if our brains are not calm enough to think. How about we take a 5-minute break."

To say no to extra commitments:

- "Although our school goals are really important to me, I need to discuss what can come off my plate or what I can do in a different manner in order to take on anything new. I am working on how to balance my family's needs and my workload."

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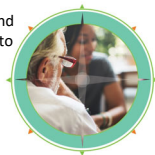
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## Section 7: Staff Culture

- What staff/leader attitudes and behaviors encourage you to bring your best self to work?
- Create staff culture agreements - commitments staff make to each other that turn into behaviors they can openly talk about, celebrate, and redirect when they get off track.
- Agreements help us to know our and other's expectations and provide us a baseline for setting compassionate boundaries to meet them.



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Sections 8-11: Care for Self

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<b>MIND</b>		Mindfulness and Growth Mindset Organizing our schedule, commitments, workspace, etc Appreciative Inquiry Reflection on Competence
<b>SPIRIT</b>		Core values aligned with the agency mission Balance work and play to renew self
<b>STRENGTH</b>		Stress resilience to deal positively with the challenges of life Build healthy habits around physical well-being and end unhealthy habits
<b>HEART</b>		Self-Compassion Emotional regulation planning for adults Relationship building with colleagues

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**A Break for our SPIRIT**

When do you feel most alive, most like yourself? What are you doing?  
What or with whom are you surrounded?

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**Next Steps:**

Building My and My District's Capacity  
for Compassion Resilience



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Thank you for the relationships you build  
and the strategies you implement that  
improve the present and future lives of  
students, families and each other.

[CompassionResilienceToolkit.org](https://CompassionResilienceToolkit.org)  
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