**Enhancing Staff Caregiver Capacity
Using a multi-tiered approach**

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7 Essential Ingredients of Trauma Sensitive Schools Model

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Neurosequential Model of Education™

State-wide leader and master trainer
Wisconsin ACE Interface Project

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Who is SaintA?

• Addressing the impact of trauma, prevent adversity and promote resilience

• Serve 5,000 Wisconsin children, youth and adults each day

• Focus on 5 Pillars of Stability are: Health, Education, Housing, Employment and Caring Connections

• 170 year history

SAINTA Mission
To facilitate equity, learning, healing and wellness by restoring the connections that help children, youth and families thrive.

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Learning Objectives

Objective 1: Build your capacity to guide the ongoing evolution of a compassionate school community.

Objective 2: Explore leadership and staff practices that establish and maintain compassionate cultures.

Objective 3: Apply concepts to existing initiatives and formulate recommendations for next steps in their schools.
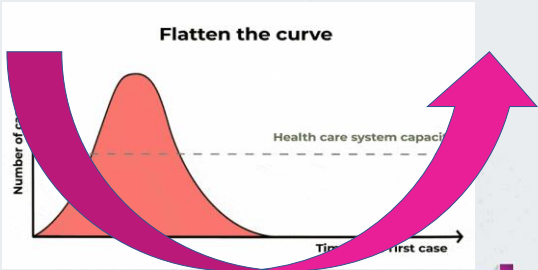
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Creating Intentionality Through Presence

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Accelerate the Compassion Curve

Flatten the curve

Number of cases

Health care system capacity

Time first case

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CHAT:
When I say "compassionate school" what comes to mind?

1. Focus on culture and climate in the school and community.
2. Train and support all staff regarding trauma and learning.
3. Encourage and sustain open and regular communication for all.
4. Develop a strengths-based approach in working with students and peers.
5. Ensure discipline policies are both compassionate and effective (Restorative Practices).
6. Weave compassionate strategies into school improvement planning.
7. Provide tiered support for all students based on what they need.
8. Create flexible accommodations for diverse learners.
9. Provide access, voice, and ownership for staff, students and community.
10. Use data to:
    • Identify vulnerable students, and
    • Determine outcomes and strategies for continuous quality improvement.

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How does compassion relate to how we engage adults in a school?

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Prevalence:
Using stress as the organizing framework

POSITIVE — Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE — Serious, temporary stress responses, buffered by supportive relationships.

TOXIC — Prolonged activation of stress response systems in the absence of protective relationships.

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Understanding the Cost of Caring

| Personal Experiences and Trauma History | Primary Stress/ Ongoing Traumatic Exposure | Systemic Stress | Vicarious Trauma/ Secondary Traumatic Stress | Compassion Fatigue and Burnout |

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Impact:

What is your natural style?

What have you seen?

Breakout 10 Min

Dissociation
- Inward focus
- Slowed heartrate
- Flight/ Freeze/ Fawn
- Foggy/ detached from present
- Inability to empathize
- Addictions
- Diminished creativity
- Inability to embrace complexity
- Minimizing / denying
- Chronic exhaustion / physical ailments
- Avoidance/ inability to listen
- numbing/ checking out
- Seeking distraction
- Feeling helpless or hopeless
- Crucial Conversation style: Silence

Hypervigilance
- Outward focus
- Increased heartrate
- Fight/ Flock
- Sense of persecution
- Complaining/ blaming
- Fear
- Guilt
- Anger and rage
- Cynicism/ Cynical humor
- Egocentrism
- Grandiosity & self-importance especially related to work.
- Self-righteousness
- Crucial Conversation style: Violence

Adapted from Vandernoot Lipsky, L. Trauma Stewardship, 2009
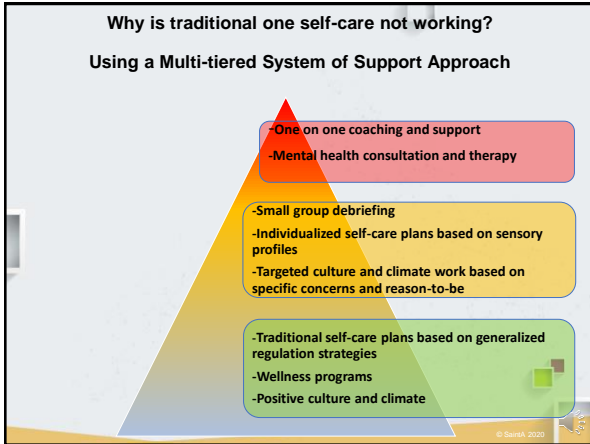
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Words that teachers don't want to hear right now

- Self- care
- I know that you have a lot on your plate, but…
- It is what it is
- Uncertain, unprecedented , trying times

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Why is traditional one self-care not working?

Using a Multi-tiered System of Support Approach

- -One on one coaching and support
- -Mental health consultation and therapy

- -Small group debriefing
- -Individualized self-care plans based on sensory profiles
- -Targeted culture and climate work based on specific concerns and reason-to-be

- -Traditional self-care plans based on generalized regulation strategies
- -Wellness programs
- -Positive culture and climate

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Perspective Shift:
Adult regulation as an intervention for students

- Co-regulation vs co-dysregulation
- Attunement
- Empathy
- Mirroring
- Contingent Communication
  - Receiving
  - Interpreting
  - Responding

Regulated adults = Regulated students

Regulated students = Learning

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Hyperarousal Continuum	Rest (M > F: A>C)	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest (F > M: C>A)	Avoidance	Compliance	Dissociation	Fainting
Primary secondary Brain Areas	NEOCORTEX *Subcortex*	SUBCORTEX *Limbic*	LIMBIC *Midbrain*	MIDBRAIN *Brainstem*	BRAINSTEM *Autonomic*
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

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Perspective Shift: Assumptions

1. Behavior is communication

2. "~~Kids~~ *Educators* do well, if they can." (Greene, R., *Lost at School*, 2008) Challenges are most often an expression of: Unsolved problems; Lack of skills or Unmet needs

3. We are seeking an effective intervention, not simply an appropriate consequence

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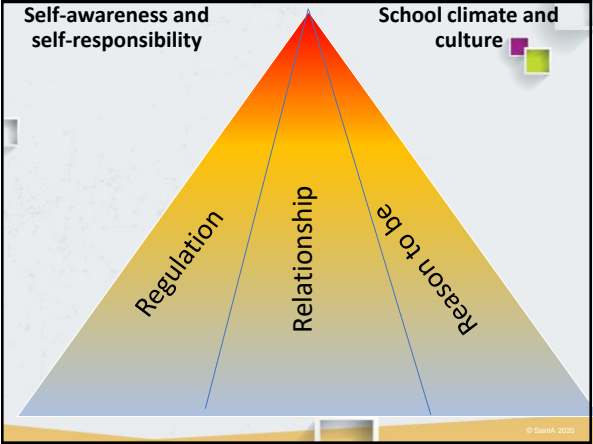## Achieving Compassion Satisfaction

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Self-awareness and self-responsibility

School climate and culture

Regulation

Relationship

Reason to be

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Persective shift:
1. Self Awareness and Self Responsibility
2. School Climate

- Self care as an ethical obligation

- Commitment to build personal awareness

- Open discussions of red flags

- Periodic self-assessment is and expectation:
  ProQOL Measure

- Work/life balance is valued

- Open communication

- Positive problem solving

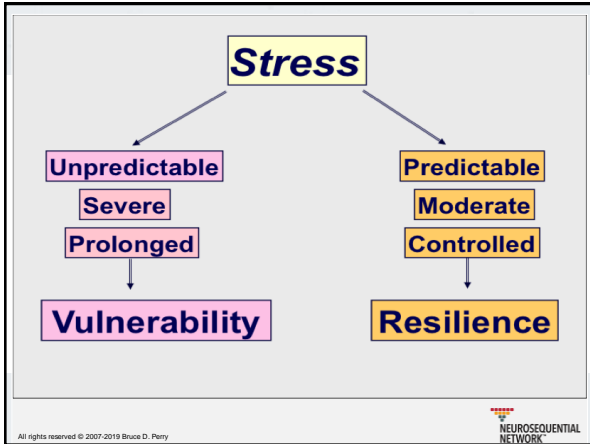© SaintA 2020

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Regulation: Universal Level

- Music
- Art, coloring, mandalas
- Yoga
- Stretching
- Bouncing a basketball
- Playing catch
- Tossing a bean bag
- Aerobic exercise
- Comfort/ sensory rooms
- Pets
- Grounding
- Ritual and routine
- Deep breathing
- Mindfulness

How can you incorporate these into the workplace?

Self-Regulation

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Slide 22

Stress

Unpredictable
Severe
Prolonged

Predictable
Moderate
Controlled

Vulnerability

Resilience

NEUROSEQUENTIAL NETWORK

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Slide 23

BREAK OUT

Discuss current patterns of stress in your building/ district

Discuss way in which you support creating predictable and moderate stress patterns in which educators have some control?

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Slide 24

Regulation: School Culture Universal Tier one

• Wellness program

• Supportive culture (ask for help, tapping out)

• Walking club, after school yoga

• Mindful minute at start of staff meetings

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Regulation:Tier 2
My Emotional Regulation Plan – for Adults

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Regulation:Tier 2

Sensory Plan

Sensory categories
- Temperature/Touch
- Auditory
- Vision
- Smell
- Taste/Chewing
- Proprioception/Movement
- Vestibular/Balance
- Interoception

What might sensory **triggers** look like?

What might sensory
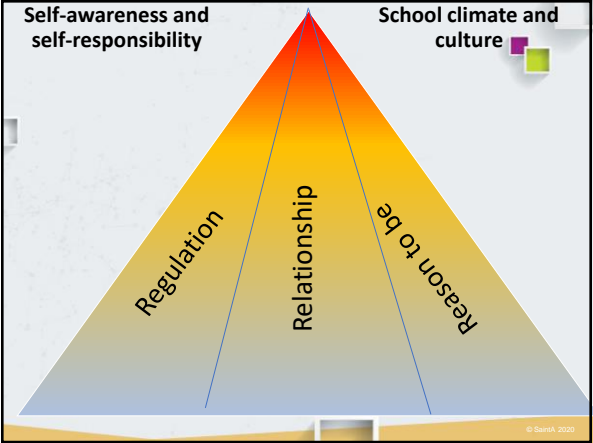**preferences/seeking** look like?

Adult Sensory Profile

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Regulation: Self Awareness
Dosing

Traditional Intervention

Regulation -Dosing

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Tier 3 Regulation

- Increase dosing- frequency and intensity of regulatory coping strategies

- Develop crisis plan

- Use of medication

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Self-awareness and self-responsibility

School climate and culture

Regulation

Relationship

Reason to be

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Relationship: Universal level

Recharge with Relationship

- Connecting with a friend
- Date night with partner
- Relationship counseling
- One-on-one time with children
- Reaching out to supportive people in your life

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High functioning teams: Where is your team struggling? Narrow your focus (for now)

1.Psychological safety: In high performing teams, individuals share their opinions without fear of negative consequences of self-image, status or career

2.Dependability: On dependable teams, members reliably complete quality work on time (vs the opposite – shirking responsibilities)

3.Structure and clarity: On high performing teams, each individual understands their job's expectations, the process for fulfilling those expectations, and the consequences of their performance.

4.Meaning: High performing teams have a sense of purpose in either the work itself or the output is important for team effectiveness.

5.Impact: High performing teams believe that one's work is contributing to the organization's goals.

https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/identify-dynamics-of-effective-teams/

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Relationship: Tier 2

WE SUPPORT YOU,
SO YOU CAN SUPPORT
YOUR STUDENTS.

SaintA

The Clinic at SaintA is now accepting referrals for educators because your mental health matters.

- Virtual
- Face-to-face
- Accept a wide range of insurance

Schedule an appointment today
sainta.org/telehealth

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Relationship: Tier two

Targeted support groups focused on:
- debriefing
- coping strategies for mental well being
- mental health awareness and support
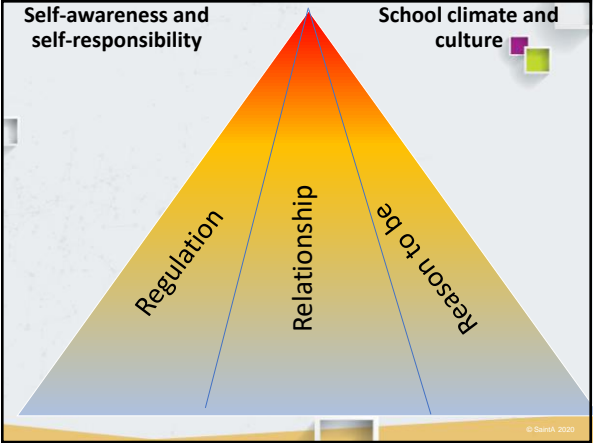- designated support person at school/ work

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Relationship: Tier 3

- Employee Assistance Program

- Targeted plan with mental health professional/ ongoing support

- FMLA/ Time off

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Self-awareness and self-responsibility

School climate and culture

Regulation

Relationship

Reason to be

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Reason to be

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Our mission is to facilitate **equity**, **learning**, **healing** and **wellness** by restoring the connections that help children and families thrive.

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Reason to Be:Universal

- Environmental wellness
- Spiritual wellness
- Intellectual wellness
- Emotional wellness
- Occupational wellness
- Financial wellness

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Finding Our Personal Mission

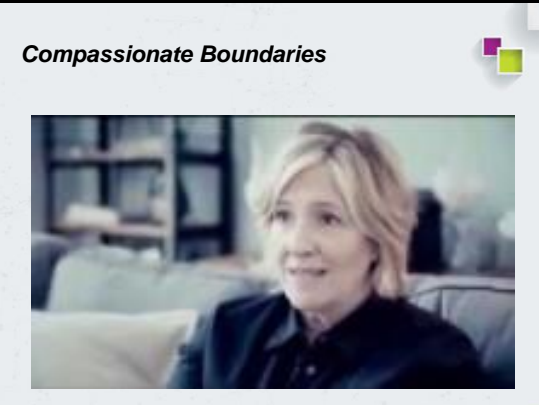| WHO ARE YOU?	WHAT ARE YOU ABOUT? WHAT IS YOUR PERSONAL MISSION?	WHAT IS YOUR MOST RECENT EVIDENCE?

(Kafele, 200)

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Compassionate Boundaries

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Reason to be Tier 2/3

- Career Counseling

- Reevaluating role

- Exploring other options/ leaving profession

EDUCATION
GOALS → CAREER ← SKILLS
VALUES → INTERESTS ← VISION

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Forgiveness:
Stone in
your pocket

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THANK YOU

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