



Lucy, the chocolate & the conveyor belt

Building self AND collective care practices for ourselves as educators to ensure individual and systemic wellness.



What might today feel like?

A 75 minute whirlwind
into the world of
educator self &
collective care

- Opening and grounding
- Story-mapping
- Chalk talking
- Digging deep: why are we obsessed with self-care? How might we shift the conversation towards equitable wellness?
- Looking ahead-ideation
- Sharing and closing

What do you need in order to arrive to this conversation?

Curiosity over analysis

Bravery in discomfort

Assume best intentions; intentions do not always equal impact

Beginner's mind; no one is born with critical consciousness

Confidentiality

Move in, move out

Call up and in, not out

Breathe before speaking

Expect and accept a lack of closure



Mapping out our story

Educator self and collective care- So what?



It is a educator retention issue and a student outcome issue

Danger of pathologizing community violence and environments characterized by distress and damage

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

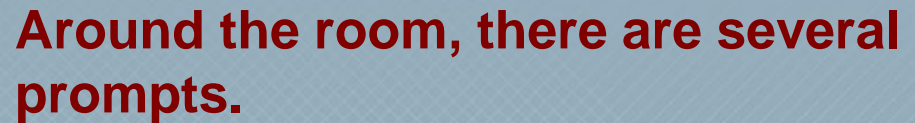
While we know that the student- school employee relationship is critical for such youth, staff are not trained nor prepared to interact or secondarily experience their students' trauma

“

*Why do you keep using that word?
I do not think it means
what you think it means.*

Inigo Montoya, The Princess Bride

Chalk Talk: An activity that involves no chalk and no talk

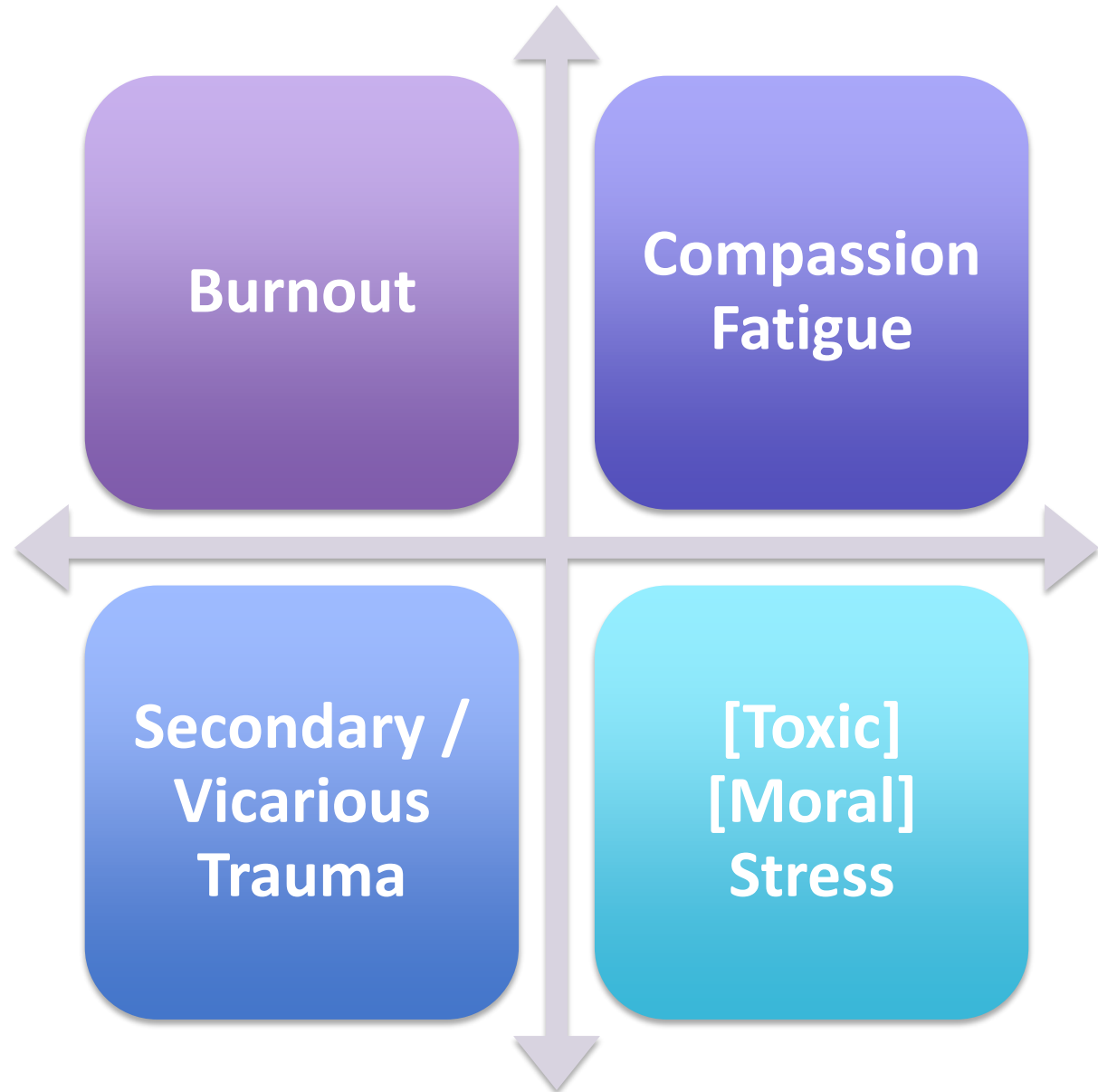


GO WILD.

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



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)

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)

[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)

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)

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



Why Collective Care?

The higher the perceived support, the higher sense of efficacy, the more willingness to cope with practitioner challenges

The responsibility for competent, ethical, professional relationship making is with us, not with our students.

Terminology of Relationships: Hurting & Healing, Trauma & Resilience

Individual: attitudes and actions that reflect prejudice against a social group (unintentional and intentional)-personal.

Collective: attitudes and actions that reflect prejudice against a social group (unintentional and intentional)-inter & intrapersonal.

Institutional: policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups (intentional and unintentional).

Systemic: social norms, roles, rituals, language, music, and art that reflect and reinforce the belief that one social group is superior to another (intentional and unintentional).

A Trauma System...

consists of a traumatized
young person who has
difficulty regulating emotional
states (and behavior)

AND

a social environment and/or
system of care that is not
able to help the child to
regulate these emotional states
(and behaviors) (e.g. caregivers,
school, district, state)

An example: What support do educators report to need after a student death?

Educators

- On-going commitment to wellness-Benefits from a practice of self-knowledge and mindfulness
- Teachers can unite and together create a culture of directly addressing the event: primary mediating factor for ongoing stress for students is the social cohesion of the adults in their environment

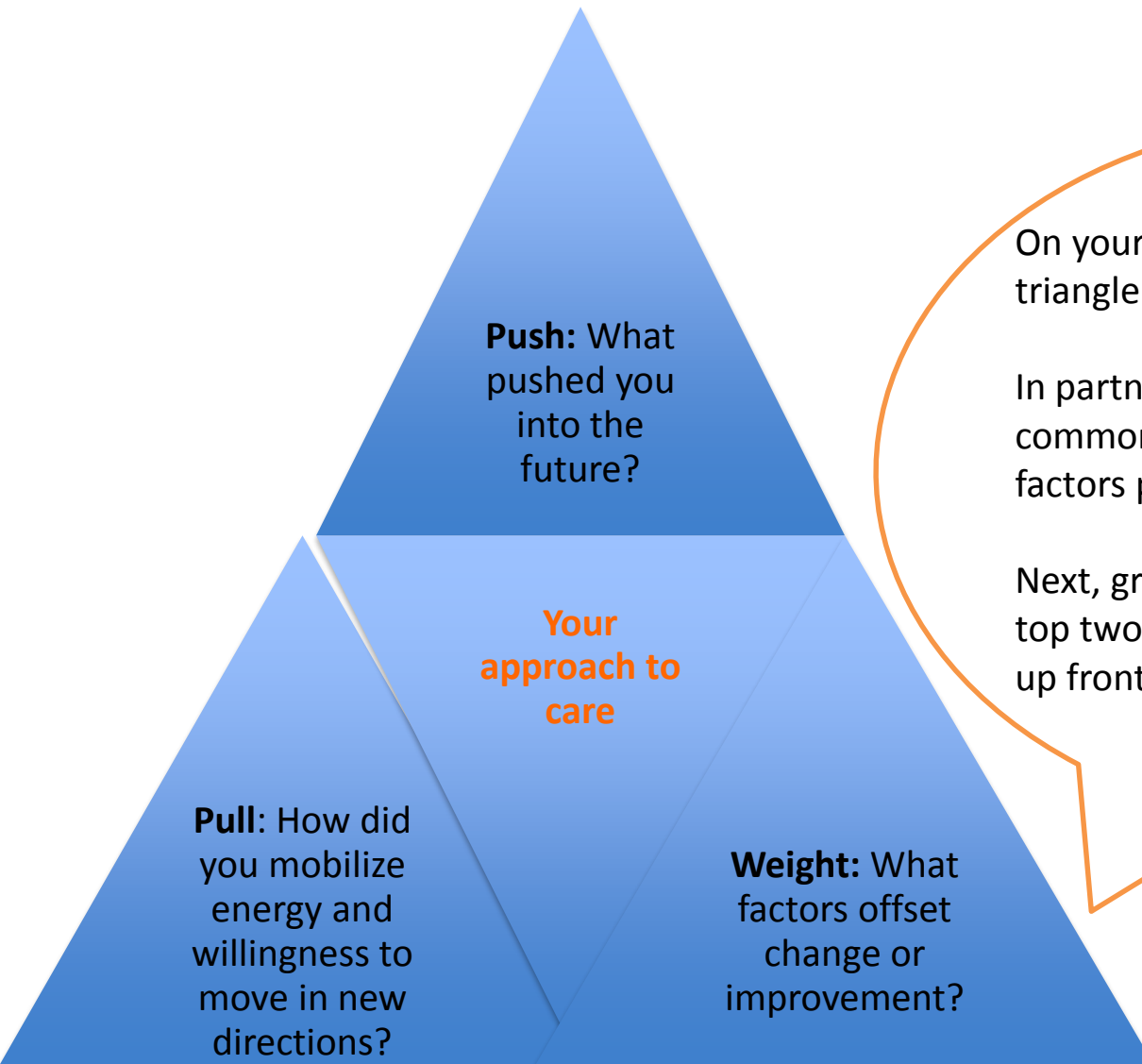
School-site leadership

- Leadership must be trauma-informed and sensitive to the variety of ways that staff might react, as well as the different needs of each adult staff member-school environments can either mitigate or exacerbate emotional distress among teachers.
- Communicate- memorial, death details, support resources, memorial
- Make space for teacher led support groups

School districts & systems

- Check your policies: Teachers in the study frequently complained of having to use personal time to attend a student's memorial, and this prevented some from attending.
- Consistently assess if the services provided are impactful and meeting educators' needs.
- Reexamine how the impact of gun violence on the schools is addressed and provide distinct services for teachers and their school leadership.

Grounding Ourselves



On your own, put three factors for each triangle on a sticky note.

In partners, share out. What are commonalities? Differences? Select two factors per each triangle.

Next, grab a marker and illustrate your top two choices in each master triangle up front.

Looking ahead: Integrating the work

1) What challenges come to mind when thinking about your perspective and approach to self and collective care?

2) What challenges come to mind when thinking about your colleagues' perspectives and approaches to health & wellness?

3) What might be some strategies to speak to areas of challenge?

4) How might you create meaningful opportunities for ensuring a school-culture/climate that values the wellness of youth serving adults?

5) What are we already doing to cultivate educator care and wellness and what else can we do?

6) What we need more help with or have questions about?

Green, yellow, red lights



What are some of the challenges we face? In our own practices and belief systems? What needs to be disrupted?

Now after our learning, **what might we need to be more intentional** about when it comes to self & collective care?

What should we keep doing? Start doing? **What excites us?**

CLOSING & REFLECTION

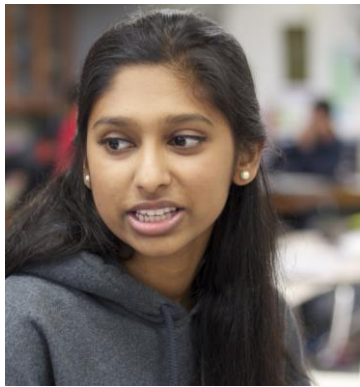
WE DO NOT LEARN FROM
EXPERIENCE; WE LEARN FROM
REFLECTING
ON EXPERIENCE.

-JOHN DEWEY

I discovered...
I re-learned...
I was surprised to learn...
I forgot that...
I noticed that...
I plan to...
I will tell colleagues
about...

You can't stop the wave,
but you can learn to surf





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Contact
Information



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Handouts for printing

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.

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

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