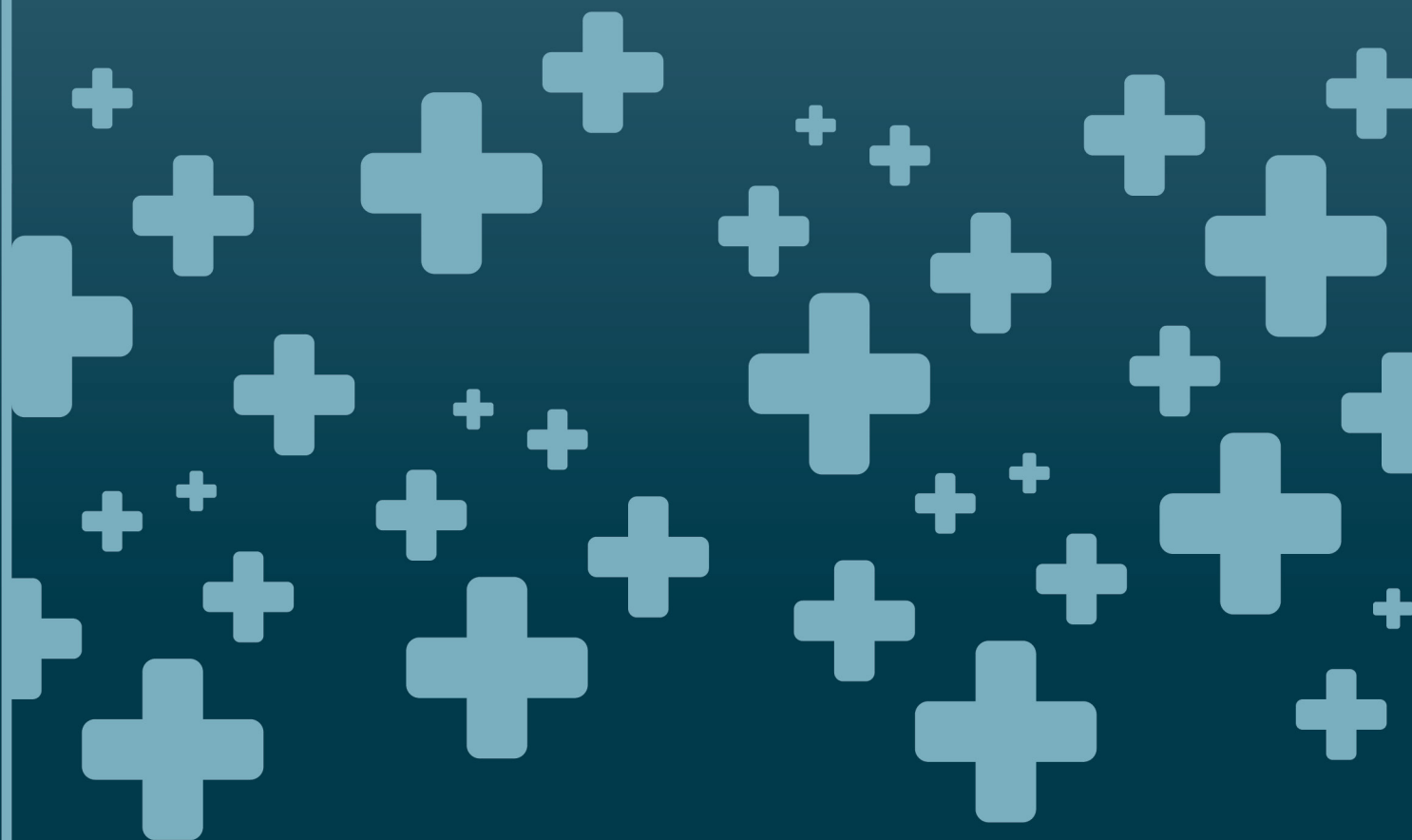




HEALING CENTERED STAFF DEVELOPMENT CURRICULUM



by the California School-Based Health Alliance

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HEALING CENTERED STAFF DEVELOPMENT

INTRODUCTION

This curriculum is designed for staff working in School-Based Health Centers (SBHCs) to train educators and health care providers in Trauma Informed and Healing-Centered Care. It was developed by an SBHC behavioral health clinician who used this material to train education staff at school sites. Over time, this training evolved to be a space where educators were able to support one another and build a community dedicated to healing-centered spaces for themselves and their students. We believe that when staff are given the support they need to navigate their vicarious trauma and care for one another, the school culture can become more healing-centered and supportive of students' well-being.

This curriculum can be implemented with a group of people meeting over multiple sessions or used as stand-alone sessions. For example, there could be a group of staff that agree to meet monthly for 8 months and cover all of the topics in this curriculum. Alternatively, any given chapter could be used as a stand-alone topic for staff training and professional development.

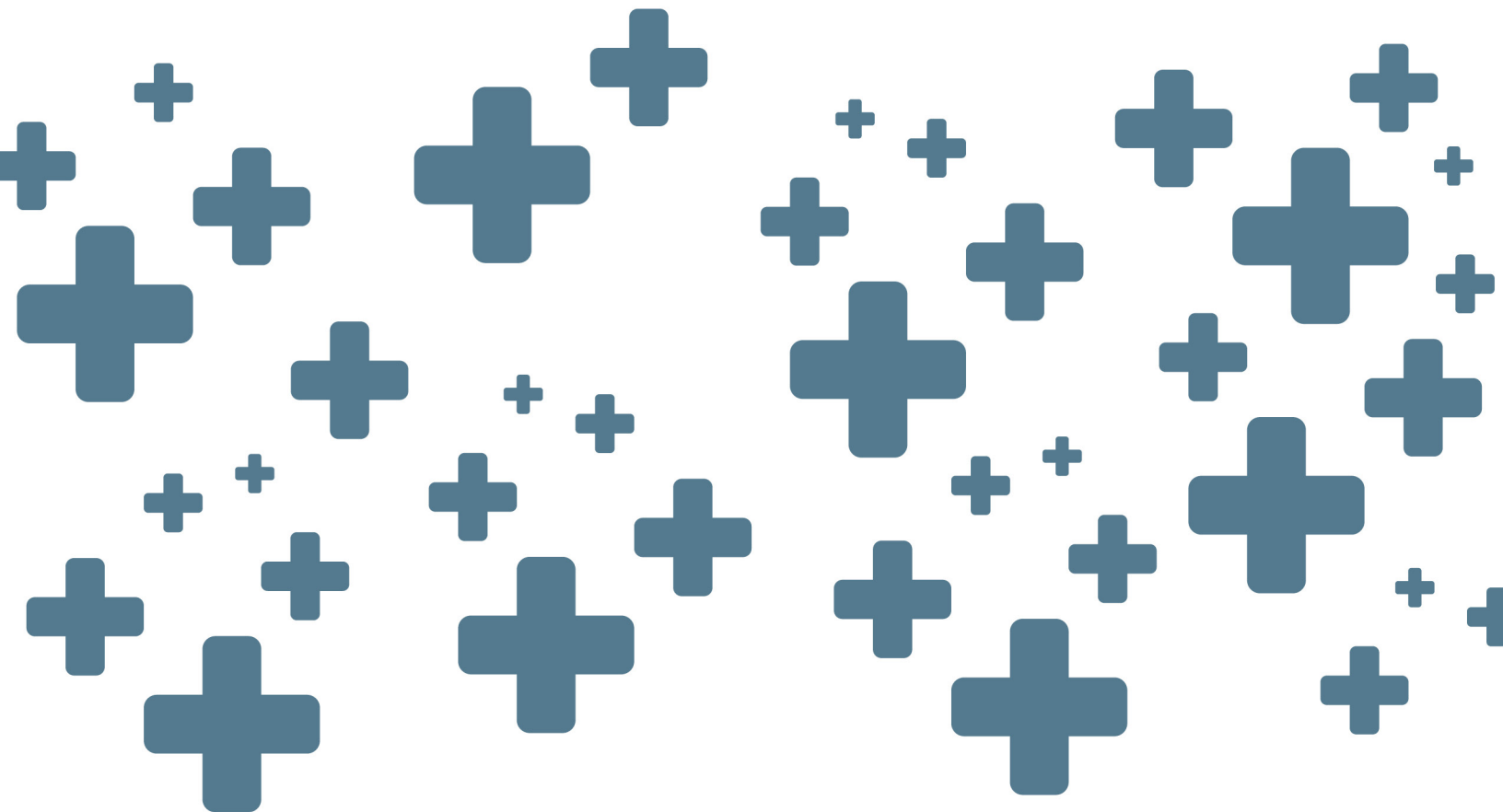
It will be up to the SBHC staff to tailor the curriculum to the needs and availability of the staff at their school community. SBHC staff are encouraged to collaborate with school staff in making these decisions and designing the process.

Each chapter contains a slide deck, handouts and description of the session, content and activities.

At CSHA, we recognize that this work takes time, commitment, perseverance and heart. Thank you for all of the work you are doing to create healing spaces for children and adults to be healthy and thrive.

Thank you to Sarah Taylor, LCSW for your work in writing this curriculum and making it available for other SBHCs. This resource will continue the important work of creating more healing-centered schools.

TRAUMA 101 FOR EDUCATORS



| Time | Title/ Description | Additional Info/Material |
|---------------------------------------|--|--|
| 00:00 | Introduction Introduce trainer(s) and purpose of session Set group agreements | Pre-written group agreements on poster paper |
| 00:03 | Ice Breaker An educator who positively impacted you... | Pair-sharing for empathy & relationship building |
| TRAUMA IN SCHOOLS | | |
| 00:08 | What is Trauma? Define the following concepts: Trauma Trauma-Informed Practice Present evidence-based research on childhood trauma ACEs Neurobiological impact on learning (optional) | <ul style="list-style-type: none"> • Slide presentation • Presenter Slides |
| 00:18 | What is a Trauma-Informed School? Identify key principles of trauma-informed practice | <ul style="list-style-type: none"> • Slide presentation • Group activity • Presenter Slides • Poster Paper x6 (pre-labeled: "Understand Trauma & Stress," "Safety & Predictability," "Compassion & Dependability," "Resilience & Social-Emotional Learning," "Cultural Humility & Equity," "Empowerment & Collaboration") • Pen • Post-Its |
| TRAUMA-SENSITIVE RELATIONSHIPS | | |
| 00:36 | Use of Self Relational teaching strategies | <ul style="list-style-type: none"> • Presenter Slides • Slide presentation |
| 00:40 | Co-Regulation Teach co-regulation strategy Practice co-regulation | <ul style="list-style-type: none"> • Slide presentation • Practice in pairs |
| 00:55 | Closing Circle | Group debrief |
| 01:00 | | |

INTRODUCTION - 3 MINUTES

GOALS

Set tone & expectations for the training
Encourage and model community-building

Introduction

- Introduce trainer(s) and purpose of session
- Set group agreements

MATERIALS

- Pre-written group agreements on poster paper

INSTRUCTIONS

Introductions: Trainer(s) introduce who you are and your connection to the school community. *You may wish to allow participants to introduce themselves at this time, or wait to do so at the conclusion of the icebreaker activity.*

Purpose of training:

The goals of this 1 hour training are:

- To develop shared language and understanding of trauma & the principles of trauma-informed care
- To identify 2-3 universal trauma-informed classroom strategies
- To practice the use of coregulation

Setting group agreements:

Because the time-limited nature of a one-hour training may limit the ability to collectively develop group agreements, the following are suggested:

1. **Confidentiality:** Share content of the training widely, agree not to share others' personal stories without their permission.
2. **Make space, take space:** Pay attention to the time and space you are using. If you have been sharing a lot, you may choose to pause to allow others space to share. If you have been a passive participant, consider taking a more active role in the group.
3. **Ouch/Oops:** While we assume that our colleagues mean well, we also know that while discussing trauma, there may be times when someone says something that causes unintentional harm. When this happens, if we are the one harmed, we may choose to name this "ouch." If we are the one who caused harm, we agree to acknowledge and take accountability for this "oops."

ICE BREAKER - 5 MINUTES

An educator who positively impacted you...

ADDITIONAL INFORMATION

Pair-sharing for empathy & relationship building

INSTRUCTIONS

1. Ask participants to bring to mind a teacher or caring adult who stands out to them from childhood. You may wish to make this more specific by having participants bring to reflect on a similar age to the students they currently teach (Middle School example: "Think back to your time in middle school and bring to mind a teacher or adult who had a positive impact on you")
2. Instruct participants to get into groups of 2-3 to share about the person they've identified using the following questions to guide the sharing
 1. *What about that person stands out to you?*
 2. *How did you feel when you were with them?*
 3. *What did they do to demonstrate care for their students?*
3. Return to the large group. If time allows, elicit the responses of several people who are willing to share their answers with the larger group.

TRAUMA IN SCHOOLS

WHAT IS TRAUMA? - 10 MINUTES

- Define the following concepts:
 - Trauma
 - Trauma-Informed Practice
- Present evidence-based research on childhood trauma
 - ACEs
 - Neurobiological impact on learning (optional)

ADDITIONAL INFORMATION

Slide presentation

MATERIALS

- Presenter Slides

INSTRUCTIONS

Slides 1-5 create shared understanding of the end-goal (a trauma-informed school) and shared language to improve staff's ability to engage with the policies & practices from a trauma-informed lens.

Slide 6 provides information on ways trauma may impact development. When someone experiences trauma, their brain may trigger a “fight-flight-freeze” response. This happens to protect us from danger--if a bear is chasing you in the woods, immediately and without thinking you will likely run away (flight), fight back (fight), or play dead (freeze). After a trauma, a person may become “stuck” in this trauma response. This may show up in the following developmental areas:

- **Cognitive:** Problems with focus, learning, processing new information, language development, planning and orientation to time and space, impaired memory
- **Emotional:** difficulty identifying, expressing, and managing emotions, hypervigilance, emotional numbing
- **Behavioral:** Difficulty controlling impulses, oppositional behavior, aggression, disrupted sleep and eating patterns, trauma re-enactment, avoidance behaviors
- **Relational:** Difficulty forming healthy relationships, aggression, withdrawal, avoidance of social settings, difficulty interpreting social cues

Pause for questions related to these definitions

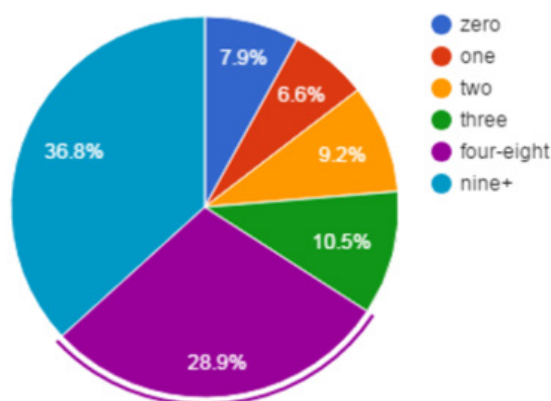
Slides 7-8 share data on the prevalence of childhood trauma.

The study included 10 types of childhood trauma: physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, mother treated violently, household substance abuse, household mental illness, parental separation or divorce, incarcerated household member. It did not ask about exposure to community violence, separation from a caregiver, homelessness, etc. If it had, it is likely that the rate of trauma would have been higher.

What does this mean for educators? It means that “trauma-informed” cannot be a set of interventions reserved just for particular certain students, but instead recognizes that trauma is universal & impacts the whole school community.

Slide 8 (optional) is intentionally left blank to share your school’s data. If universal trauma screening is occurring on campus, it can be useful to share outcomes of these screenings to create a meaningful connection between large research studies and your own school community. An example of this is given here:

Sample Middle School
Number of Trauma Exposures Reported 16-17 SY



64% of students screened indicate some distress and current trauma symptoms

70% of students meet diagnostic criteria for a related mental health disorder (PTSD, anxiety, depression)

Pause here for questions and reflections

If time allows, you may wish to include use of media related to the impact of trauma on learning here. Several video options are included below.

BACKGROUND

National Center for Injury Prevention and Control, Division of Violence Prevention. (2020, Apr 3).

Adverse childhood experiences: fast facts. <https://www.cdc.gov/violenceprevention/aces/fastfact.html>

National Child Traumatic Stress Network. *Effects, complex trauma.*

<https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma/effects>

Useful media links:

Cantor, P. (2018, Jul 29). *Research@Work: Supporting Students Who Have Experienced Trauma.* (2:51)

https://www.youtube.com/watch?v=gNCFWtkDS88&feature=emb_title

Ham, J. (2017, Jul 25). *Understanding Trauma: Learning Brain vs Survival Brain* (4:57)

<https://www.youtube.com/watch?v=KoqaUANGvpA>

WHAT IS A TRAUMA-INFORMED SCHOOL? - 18 MINUTES

Identify key principles of trauma-informed practice

ADDITIONAL INFORMATION

- Slide presentation
- Group activity

MATERIALS

- Presenter Slides
- Poster Paper x6 (pre-labeled: "Understand Trauma & Stress," "Safety & Predictability," "Compassion & Dependability," "Resilience & Social-Emotional Learning," "Cultural Humility & Equity," "Empowerment & Collaboration")
- Pen
- Post-Its

INSTRUCTIONS

Slide 9: Review briefly the 6 principles of trauma-informed schools

1. Understand Trauma and Stress

"Without understanding trauma, we are more likely to misinterpret trauma-related behaviors as willful, "sick," or "crazy," which can lead to ineffective, stigmatizing and/or punitive reactions to trauma-impacted people. This reframing can help us to recognize these effects more accurately, which can then lead to more compassionate and strength-based, effective responses to trauma-impacted people that can promote healing as opposed to reacting in a way that inadvertently re-traumatizes and causes harm." (SFSU)

2. Cultural Humility and Equity

When we understand that trauma is caused by structural oppression & work together to mitigate these harms, including through our own self-reflection and understanding of power imbalances in our schools; we enhance equity.

3. Establish Safety and Predictability

Trauma results when physical, emotional & relational safety is violated. Establishing physical, relational, and emotional safety, as well as predictability in our schools, can assist us in focusing resources on healing & improve students' ability to attend to learning.

4. Foster Compassionate and Dependable Relationships

Trauma is relational in nature so the healing is equally relational. When we foster relationships with students, families, and each other that are compassionate and attuned as well as predictable and dependable, we develop trusting relationships that increase our capacity for healing and learning together.

5. Promote Resilience and Social Emotional Learning

Trauma can negatively impact the development of healthy skills in regulating emotions, cognitions, and behaviors, as well as healthy interpersonal skills, which can then compound trauma's negative effects in the classroom. Promoting wellness practices and teaching social emotional learning competencies of self-management, self-awareness, social awareness, relationship skills, and responsible decision making (CASEL, 2012) can build resilience and support students ability to attend to the tasks of learning.

6. Empowerment and Collaboration

Trauma involves a loss of power and control that can cause a sense of helplessness & hopelessness. When students, families, and staff are given meaningful opportunities to participate in the school community, have their strengths acknowledged & built on, and are given voice & choice in what happens, we can develop a community where everyone feels empowered and connected.

Group Activity:

Display the 6 poster papers around the perimeter of the room. Distribute 5-10 sticky notes & writing utensil to each participant.

Instruct participants to think about current policies & practices in their school & classroom. *Using the sticky notes provided, identify & write down several policies, practices, strategies that are currently being used that fall into one of these categories.*

When participants are done writing their ideas on the sticky notes, instruct them to *attach each one to the associated categories written on the papers hung around the room.*

Depending on time, you may wish to have participants view the sheets gallery style, allowing several minutes to walk around the room; or you may wish to have everyone return to their seats while you pull a few to share aloud with the group.

(Optional adaptation for groups of 12 or more: at the start of the activity, divide participants into groups of 2-3. Assign each group one of the guiding principles to begin with. Ask group members to spend several minutes with this guiding principle and then rotate clockwise to the next paper. You can repeat this as time allows up to 6 times.)

TRAUMA-SENSITIVE RELATIONSHIPS

USE OF SELF - 4 MINUTES

Relational teaching strategies

ADDITIONAL INFORMATION

Slide presentation

MATERIALS

- Presenter Slides

INSTRUCTIONS

Slide 11: The most powerful tool educators have in creating a trauma sensitive school environment, is themselves. Neuroscience tells us the brain feels safest and relaxed when we are connected to others we trust to treat us well (Hammond 2015). This means that building trusting relationships with students and families provides a foundation that is necessary in order to build a learning environment where it is safe to take risks, attend to educational tasks, and develop a sense of belonging to the learning community.

Optional: Include a video to further demonstrate what relational teaching might look like in practice. Several options are included in background information below.

Ask participants, “what strategies do you use to build rapport and trust with your students?”

Included here are some strategies that can support in building meaningful, trusting relationships. This is by no means an exhaustive list, but provides some ideas for where to start in fostering safe, trusting relationships on school campuses.

1. **Prioritize relationships as integral to learning environment**

Spend extra time getting to know students, identify shared interests & values, utilize community building circles in classroom

2. **Identify & affirm specific strengths**

3. **Praise progress & problem-solving**

Reflect back to students the way they solved a problem or made progress toward a goal, focus especially on the process. For example, rather than “good job!” try “I noticed that after you took a break in the calm corner, you went back to that math problem and tried again. I really appreciate you putting in the effort to stay on track today.”

4. **Model respectful, nonviolent relationships**

Model the social skills you wish to see in your students. This might look like demonstrating empathy with students & colleagues, asking permission before giving feedback or giving choice about when feedback happens (“can I show you a different way to solve that?” “I’d like to go over the quiz together, would you like to do that now or after class?”), remaining curious rather than judgemental.

5. **Explicit teaching of coping skills**

6. **Selective vulnerability**

Share challenges you had as a student their age. Model connecting your own experiences to feelings, behaviors and coping strategies (example: “I slept through my alarm this morning and rushed to get here. I’m feeling a little frustrated and embarrassed. While you’re completing the do-now, I’m going to spend a few minutes breathing and getting myself settled so that I can be present with you”) The information shared should be selective and appropriate.

7. **Acknowledge students’ experiences (identify & validate)**

Demonstrate concern and care by putting words to students’ experiences. (example: “You felt really disrespected when Sandra took the markers from your desk without asking. It makes sense that you would feel that way. We can figure out a way to solve this right now, or if you’d like you can take a break for a few minutes in the calm corner first.”)

BACKGROUND

Murray, D., Rosanbalm, K., & Christopoulos, C. (2015). *Self regulation and toxic stress report 4: Implications for programs and practice*. OPRE Report # 2016-97,

Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Corwin.

Useful Media Link:

Trauma Sensitive Schools. (2020, Nov 23). *The importance of relationships and trust*. (2:19)
https://www.youtube.com/watch?v=7JTQKrjF14A&feature=emb_logo

Futures Without Violence. (2016, Oct 18) *Changing Minds: “Unique”*. (5:54)
<https://www.youtube.com/watch?v=NRIECTLFhkM>

Edutopia (2018, Feb 5) *Pearl-Cohn Entertainment Magnet High School: Building school culture to address students’ needs*. (8:33)
https://www.youtube.com/watch?v=L6Kxd5Dp6K8&feature=emb_title

CO-REGULATION - 15 MINUTES

- Teach co-regulation strategy
- Practice co-regulation

ADDITIONAL INFORMATION

- Slide presentation
- Practice in pairs

INSTRUCTIONS

We will end this training by learning and practicing one useful skill that can be added to your toolbox.

Slide 12: Self-regulation, or the ability to independently manage one's emotions and behaviors in accordance with the demands of the situation is often assumed by schools to be inherent in a child's development. In reality, self-regulation is a skill that must be actively taught.

One way that self-regulation can be taught is through the use of modeling. Parents are often modeling these skills in early childhood, but this can not be assumed for everybody, particularly when a family has been impacted by trauma. In schools, modeling self-regulation can be done in a setting where students are themselves regulated & attuned to learning; and can also be done when a student is in distress through the practice of co-regulation.

Co-regulation is defined as warm and responsive interactions that provide the support, coaching, and modeling children need to "understand, express & modulate their thoughts, feelings, and behaviors" (Murray, et al 2015, 14)

Practice

1. Tell participants, *"We are now going to have the opportunity now, to practice co regulation with one another. Before we begin, I invite you to take a few moments to move around in a way that feels good to you--perhaps you'd like to stand up, stretch, have a sip of water, or take a few deep breaths."*
2. Once participants have been given the opportunity to take a brief brain break, ask participants to find a partner in the room
3. Ask each pair to choose person A and person B. Person A will share first, while person B provides coregulation support. After several minutes, participants will trade roles.
4. Inform person B that they will all be a supportive listener during this exercise. They can utilize co regulation strategies--taking deep breaths, providing nonverbal communication, offering gentle eye contact. They will not be providing verbal feedback, asking follow up questions, etc.
5. Ask person A to identify something stressful that happened at work recently that they would be willing to share with their partner. Ask them to bring to mind what happened, who was there, what they heard or saw, how they felt...
6. Now ask person A to share about this experience with person B while person B holds a non-judgmental, coregulating space.
7. After 4 minutes, let participants know that they will soon be changing roles and should begin wrapping up their sharing if they have not already done so.
8. Ask participants to each take a few deep breaths and change roles, repeating steps 4-6.
9. Debrief with participants:
 1. What was it like to be the person sharing? What did you notice about how it felt in your body to be sharing?

2. What was it like to be the person listening? Were there times you wanted to interrupt or engage verbally? What was it like to focus on your own breathing and emotion regulation?
3. How do you imagine you could use this strategy when you are with a student who is dysregulated?

CLOSING CIRCLE - 5 MINUTES

ADDITIONAL INFORMATION

Group debrief

INSTRUCTIONS

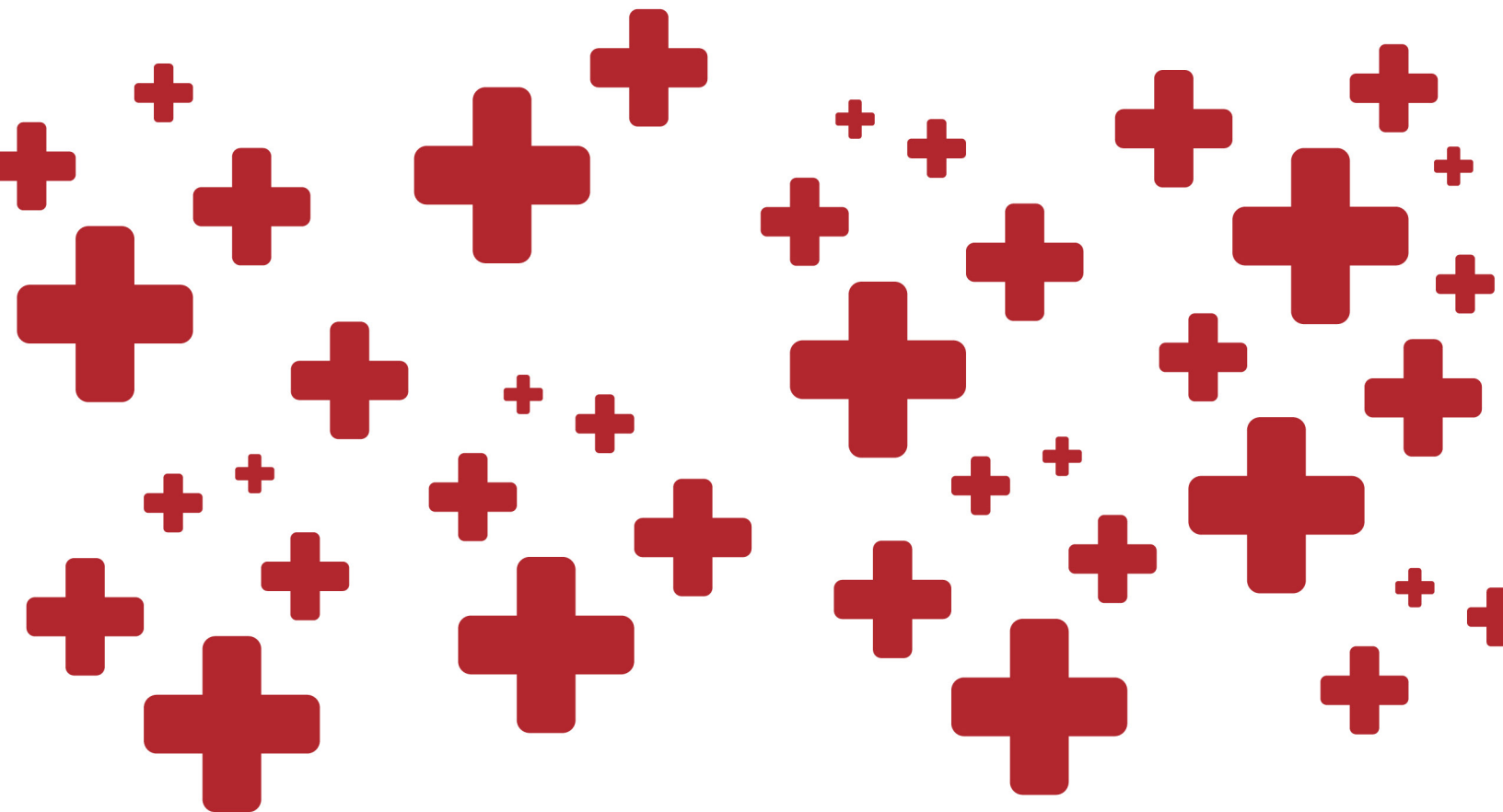
Closing Circle:

Inform participants that you have reached the end of your time together in this training. Ask everyone to “check-out” by responding to one of the following questions (trainer select prior to facilitating this training):

- What is one thing you are taking with you from today’s training?
- What is one word to describe how you’re feeling in this moment?
- What is one intention you will set for yourself in your classroom/school this week?

Trauma 101 for Educators Slide Deck

TRAUMA 102: HCS WORKSHOP 1



TRAUMA 102: HCS WORKSHOP 1 +

| Time | Title/ Description | Additional Info/Material |
|---|--|--|
| WELCOME | | |
| 00:00 | Introduction | |
| 00:05 | Warm-Up Build group cohesion and trust | • Index Cards |
| 00:15 | Community Agreements | |
| 00:25 | Where do you stand? | |
| HEALING-CENTERED ENGAGEMENT | | |
| 00:30 | Taking Care of Business (optional) | • Participant binders or folders |
| 00:33 | Setting the Foundation | • Facilitator Slides |
| 00:38 | Strengths Finding | • Poster Paper • Sticky notes |
| TRAUMA & LEARNING | | |
| 00:48 | Trauma at Our School | • Student art • Student quotes--large print |
| 01:08 | Labels | • Poster Paper • Marker |
| INTERPRETATION GUIDES INTERVENTION | | |
| 01:13 | Learning Brain vs Survival Brain | • Video: https://www.youtube.com/watch?v=KogaUANGvpA |
| 01:23 | Survival Responses | • Facilitator Slides • Survival Brain Worksheets |
| 01:33 | Closing | • Reframing Behaviors Worksheets |
| 01:35 | | |

WELCOME

INTRODUCTION - 5 MIN

INSTRUCTIONS

This workshop was developed as the first of a series to prepare educators as leaders in the field of trauma-informed education & healing-centered practices in their schools and districts. Because of this, extensive time is set aside in this session to allow for relationship building amongst participants.

Introduction

Spend time introducing yourself and the purpose of today's workshop--which is to set the foundation for understanding trauma, identifying how it may impact learning, and developing a shared concept of a healing-centered school.

Allow space for participants to briefly introduce themselves and their role in the school.

WARM-UP - 10 MIN

MATERIALS

- Index Cards

GOALS

Build group cohesion and trust

INSTRUCTIONS

1. Distribute index cards to each participant
2. Explain that this activity will focus on sharing hopes and fears about the learning we will be doing together. Answers will be shared anonymously with others in the group.
3. Instruct participants to first write something they are looking forward to about the workshop(s). Next, ask participants to flip the index card over and write something they are nervous about.
4. Collect index cards
5. Shuffle the cards and randomly redistribute one to each participant. Now every participant should have a completed card in front of them.
6. Go around the circle once to share the answer to "something you are nervous about..." Next, go around the circle again to share "what are you looking forward to..."

COMMUNITY AGREEMENTS - 10 MIN

INSTRUCTIONS

Developing Community Agreements

1. **Take time to define what a “community agreement” means. A helpful definition is as follows:**
“A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting...so that we can do our best work, achieve our common vision, and serve our students well.” (National Equity Project)
 Community agreements are not rules. They are about explicitly naming the ways in which we want to be in community with one another. They are developed and enforced collectively, rather than from one authority figure.
2. **Explain why community agreements are important in this context**
 1. We cannot have the discussions necessary to become leaders in healing-centered work in a group setting that is hostile or undermining to the principles of trauma-informed care.
 2. Having vulnerable conversations where we bring our full selves to this work is critical in furthering our practice as trauma-informed educators. We need to foster a culture of safety, trust, and mutuality in order to make this available to everyone in the group.
 3. Trauma work is relational. One of the most powerful ways we can encourage healthy relationships amongst students is to model it between ourselves.
3. **Develop Community Agreements**
 1. Ask participants to respond either on paper or to reflect quietly to themselves to the prompts:
“What do you need from this group in order to feel safe, supported, open to new learning?”
“What do you need from the group to feel that time spent here is meaningful and productive?”
 2. In groups of three, share responses. Each group should synthesize responses onto a shared list.
 3. Ask for someone to volunteer as “scribe to write down each idea onto a poster paper.
 4. Each group share out their lists--leave room after each group share for discussion.
 5. After each group has shared and a collective list has been formed, ask participants to demonstrate agreement (or disagreement) for each. You may wish to use thumb signals (up/middle/down). For all agreements that have group consensus, put a star next to them. For any without consensus, put aside for now.
 6. If there are any remaining agreements that did not gain consensus of group, facilitate further discussion to support the group in determining whether they can be changed or further explained in order for all members to be comfortable agreeing.
 7. Facilitator simplify language and/or combine overlapping agreements and share out to group; stopping on each to check for consensus.
 8. Facilitator will combine these into one document to be shared with the group after today’s session.

BACKGROUND

Developing community agreements. (n.d.). Retrieved from <https://www.nationalequityproject.org/tools/developing-community-agreements>. National Equity Project.

WHERE DO YOU STAND? - 5 MIN

INSTRUCTIONS

Find an open space in the room to create an imaginary line. All the way on one side is “strongly agree”, and all the way on the opposite side is “strongly disagree” Make sure there is enough space for people to be positioned anywhere along this imaginary line.

To play this game, the facilitator will pose statements/questions to the group. Everyone will then respond by placing themselves somewhere along the imaginary line according to how strong of an opinion they have on that item. For example, if the statement is “the sky is blue,” participants will be far along one side if they strongly agree, and they will be on the far opposite side if they strongly disagree. If they are neutral, they will stand in the middle.

Facilitators may use the following statements or choose their own. It is recommended to begin with statements that carry more levity in the beginning and to gradually move toward statements that require participants to share what may be considered more personal beliefs.

1. The Warriors are the best basketball team in the NBA
2. Hot weather is preferable to cold weather
3. Morning is the best time of day
4. Chocolate milkshakes are preferable to strawberry milkshakes
5. I enjoy speaking in front of other people
6. I like to be in on the decision-making for choices that affect me
7. It is easy for me to ask for help
8. In general, I think the city of [insert your city] cares about its students
9. Looking at someone when they are talking is a sign of respect
10. All students are capable of academic excellence
11. [insert your district]’s teachers have access to the resources they need to support students
12. Education should be free
13. School should be year-round
14. Students are usually trying their hardest
15. Parents have the most influence on students’ overall wellness & outcomes
16. Graduating from college is important to be a successful adult
17. A world free from economic injustice is possible
18. Students should get the same services & education regardless of demographic or income
19. A world free from racism is possible
20. Healing occurs in the context of relationships

HEALING-CENTERED ENGAGEMENT

TAKING CARE OF BUSINESS (OPTIONAL) - 3 MIN

MATERIALS

- Participant binders or folders

INSTRUCTIONS

Facilitators providing this workshop as a part of the Healing-Centered School series should spend time reviewing the plan for the next sessions. You may wish to distribute binders or folders where participants can store materials from the sessions. Spend time reviewing the following before moving on to the remainder of the session:

- Calendar/schedule
- Process oriented information (Do participants need to sign-in/out? How can participants access consultation between sessions? If you are providing stipends, what information do participants need to provide, etc.)
- Contact information for facilitator as well as participants. Establish how participants prefer to receive communication between sessions.

SETTING THE FOUNDATION - 5 MIN

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Where are we going?

Slide 3: Review principles of Trauma-Informed Care

Slide 4: Introduce Healing-Centered Engagement framework

Participants are encouraged to read and reflect on [“The Future of Healing: Shifting from trauma-informed care to healing-centered engagement” \(Ginwright 2018\)](#) between sessions.

Slide 5: As participants engage with new material and practice new strategies throughout the series, they are encouraged to hold this shift in perspective in mind.

BACKGROUND

Ginwright, S. (2020, December 09). The future of healing: Shifting from trauma informed care to healing centered engagement. Retrieved from <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

STRENGTHS FINDING - 10 MIN

MATERIALS

- Poster Paper
- Sticky notes

INSTRUCTIONS

Place four poster papers around the room labeled with the categories below. Acknowledge that there is a wealth of collective knowledge, skills resources, and wisdom in the room.

Distribute sticky notes around the room. Ask participants to consider what they can offer to the group in the following areas:

1. Access/Resources
2. Knowledge/Experience
3. Social/Emotional
4. Community Connections

Participants should write one response per sticky note. When finished, participants should attach their sticky notes to the corresponding poster sheets around the room.

Give participants a chance to move around the room to read others' responses. You may wish to also read some of the responses aloud once you return together as a group.

TRAUMA & LEARNING

TRAUMA AT OUR SCHOOL - 20 MIN

MATERIALS

- Student art
- Student quotes--large print

INSTRUCTIONS

This activity requires facilitators to prepare by collecting artwork created in therapeutic spaces on campus as well as collecting student quotes. Student and their caregiver should be asked for consent to share their work anonymously with educators on campus. If artwork is not available to you, you may still wish to highlight student's experiences by asking the following questions:

- What do you wish teachers knew about you?
- If you had a magic wand and you could change anything in your community, what would it be?
- How have your past experiences affected your schooling?
- What are things about school that make it difficult for you to learn?
- What makes a good teacher?

- Tell me about a teacher that you really trust. What have they done to demonstrate that they are trustworthy?
- What does healing mean to you?

Before the workshop, create a gallery of the art and quotes, leaving students anonymous. You may wish to identify them only as “6th grader or 11th grader”

Student Art Walk

Share that students on campus been generous in sharing their own perspectives and voices related to trauma and resilience. Allow participants to view the gallery.

After viewing, return to the group and hold space for reflections and any emotional impact the gallery may have had.

- What themes did you notice?
- Is there anything that surprised you?
- What feelings came up for you?

Alternative Option:

Community Data

The purpose of sharing school-specific data is to support educators in connecting trauma research to their work in a more personal way. Facilitators should use this time to share data related to their own school environment/community. Helpful information to share may include percentage of students screening positive for history of trauma and/or trauma related mental health issues, percentage of students falling below the poverty line, number of students served by the mental health team on campus, etc. This may also be a helpful place to share any school data related to disparities in education outcomes or discipline across race, gender, and disability.

LABELS - 5 MIN

MATERIALS

- Poster Paper
- Marker

INSTRUCTIONS

Ask participants to shout out labels that they often hear ascribed to students. Write words on poster paper in front of the room. You may wish to offer several examples to prompt engagement (i.e. “unmotivated,” “resilient,” “underperforming,” etc.).

Facilitate group discussion with the following prompts:

- How might a student with _____ label be treated in a school setting?
- What stories do we have about students before we meet them?
- What power do these labels have in an education setting?

Explain that interpretation guides intervention. The explanations we have for why a student behaves or performs in a certain way guides the interventions we choose to implement. The remainder of the workshop will be focused on unpacking labels and understanding common student behaviors from a trauma-informed lens.

INTERPRETATION GUIDES INTERVENTION

LEARNING BRAIN VS SURVIVAL BRAIN - 10 MIN

MATERIALS

- Video: <https://www.youtube.com/watch?v=KoqaUANGvpA>

INSTRUCTIONS

Begin by watching [Learning Brain vs. Survival Brain](#) (Ham, J. 2017).

Facilitate a brief group discussion after watching using the following prompts:

- How does what we just watched resonate with you or apply to your role as an educator?
- What surprised or stood out to you in this video?
- How have you seen students in “survival brain” show up at school?
- In what ways does your school do a good job at creating safety and positive adult relationships?
- What challenges do you encounter in your attempts to support students to move into “learning brain?”

BACKGROUND

Ham, J. (2017, July 25). Understanding trauma: Learning brain vs survival brain. Retrieved from <https://www.youtube.com/watch?v=KoqaUANGvpA&t=6s>

Survival Responses 10 Min

MATERIALS

- Facilitator Slides
- Survival Brain Worksheets

INSTRUCTIONS

Emphasize that without the acquisition of emotional regulation & social-emotional learning (SEL) skills, academic risk-taking and deep learning cannot happen. Often with the pressure on schools to produce test scores & meet core standards, SEL literacy can be approached as an afterthought. However, attending to relational and emotional skills is an essential component in students’ ability to learn and grow in their academic skills. The work of teaching SEL begins with building positive relationships with students, and perceiving their behaviors as reflective of their experiences in the world and coping skills, and attending to our own dysregulation.

Slides 8-14: Triggers & 4Fs

Triggers: Triggers are not necessarily “bad,” they can appear quite mundane to an outside observer. They are sensations or experiences that happen in someone’s day-to-day life that “turn on” or “trigger” a survival response because of the way the mind interprets them as mirroring a previous trauma experience.

Fight-Flight-Freeze-Fawn

Briefly review fight-flight-freeze-fawn for participants who may be newer to trauma work. When someone is confronted with a real or perceived threat to their own or someone else’s safety, the mind enters into an automatic “survival mode.” This is a really useful and important function of the brain. If we are hiking in the woods and we see a bear, our brain will automatically instruct us to do one of several things. It may instruct us to **fight** the bear—throw rocks, use bear spray, etc. It may instruct us to run away, also known as **flight**. It may instruct us to **freeze**, at which point we may “play dead” or stop moving all together. It may also instruct us to **fawn** over the bear—maybe we throw it some delicious berries or use a calm voice to say, “it’s ok bear, I mean you no harm.” All of these responses are appropriate and important to our ability to survive an encounter during which our safety is threatened. What we see in PTSD and in people who have experienced ongoing or complex trauma, is survival mode getting turned on without experiencing a safe way to turn it off.

4 Fs in Schools

Divide participants into four groups. Refer back to the labeling exercise and explain that the group will now be working to understand new ways of explaining student behavior.

Provide each group with the worksheet for one of the four trauma responses. Ask groups to brainstorm responses to the following two questions:

1. How might this trauma response be helpful and adaptive?
2. How do you see this particular trauma response showing up in the school environment (relationally, behaviorally, emotionally, and intellectually)?

Once participants have had adequate time to discuss with one another, return to the large group and ask for each group to share out some of what they identified for each of the four Fs.

CLOSING - 2 MIN

MATERIALS

- Reframing Behaviors Worksheets

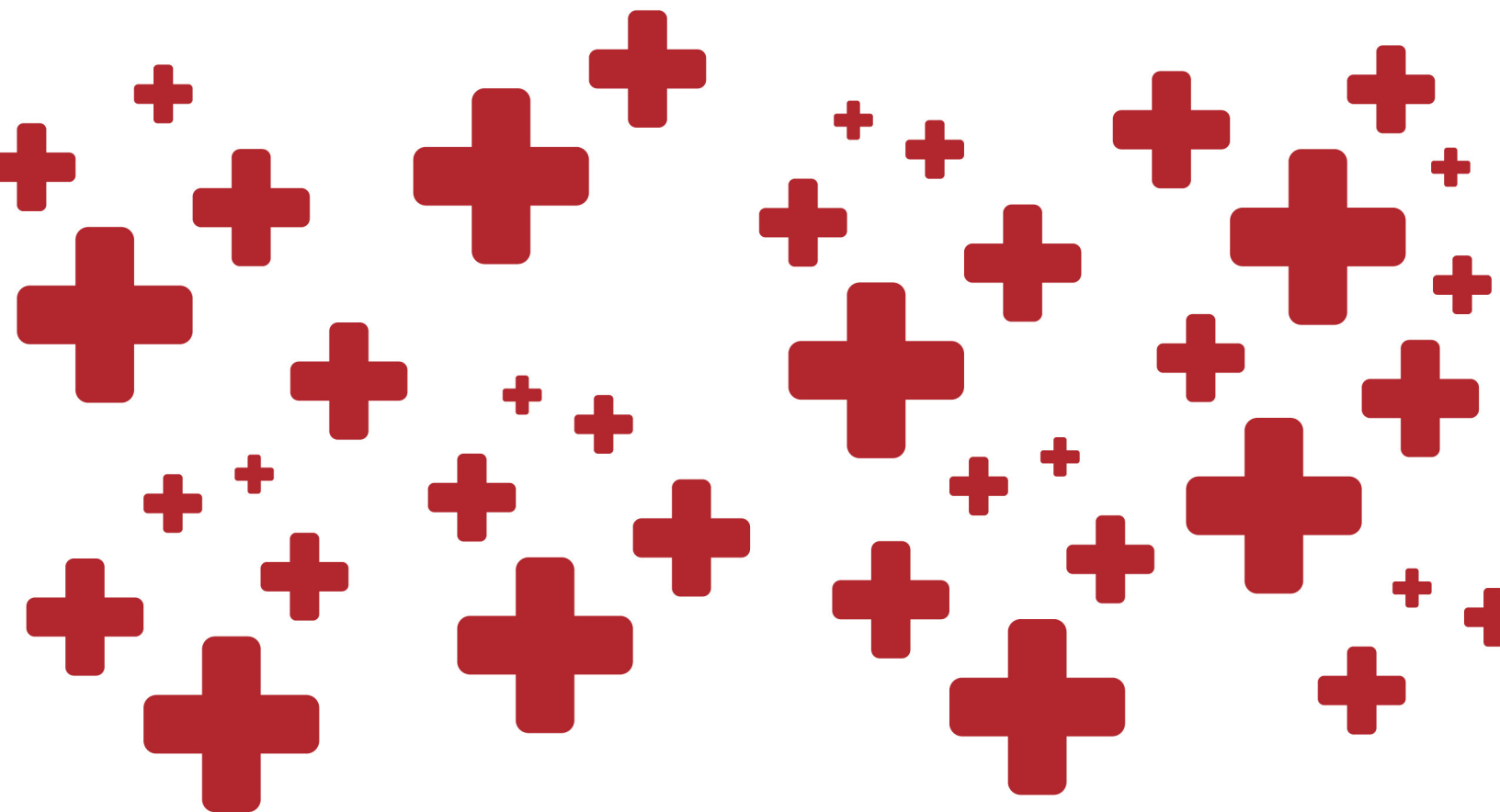
INSTRUCTIONS

Homework!

Ask participants to identify 1-2 students that demonstrate survival responses in the classroom. Using the following questions as a guide, complete the “Reframing Behaviors” worksheet.

- What, if any, labels have been placed on them by adults in their community?
- What are some common triggers that could be contributing to their responses?
- What do you notice happens to them when they become triggered?
- What do you notice happens to you when they become triggered?
- What about their response may have been effective in a life-threatening situation?
- What are they communicating to you through their response?
- What do you know about that student’s life outside of school? What are their strengths?

HANDOUTS



FIGHT

Survivors who tend toward the fight response seek power in the situation. They may learn to rely on power and control as a way to create safety, reduce abandonment, and secure love/care. This may manifest in verbal or physical outbursts, aggression, or making demands of other people.

FLIGHT

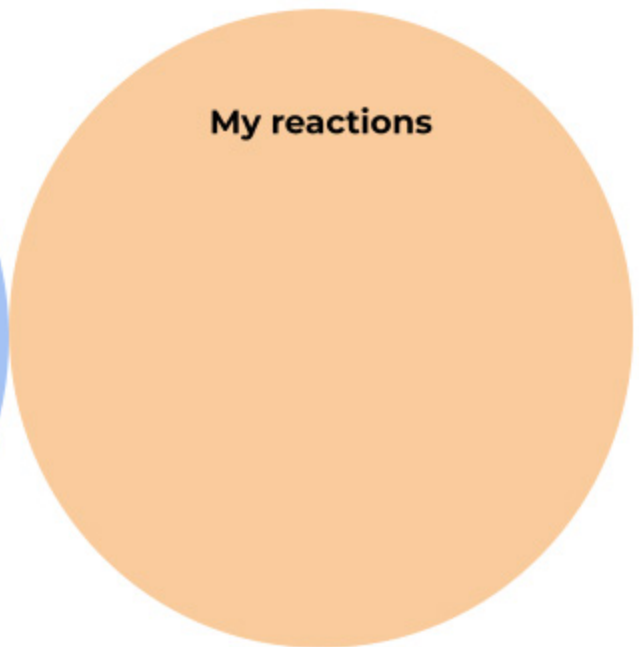
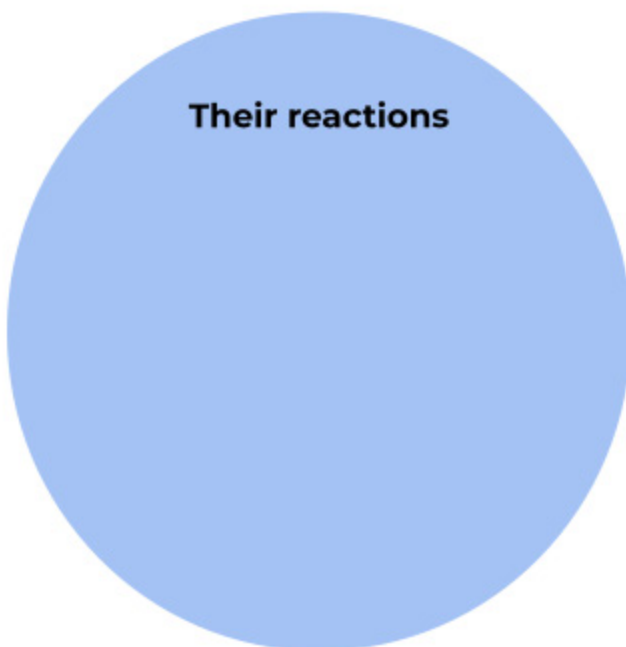
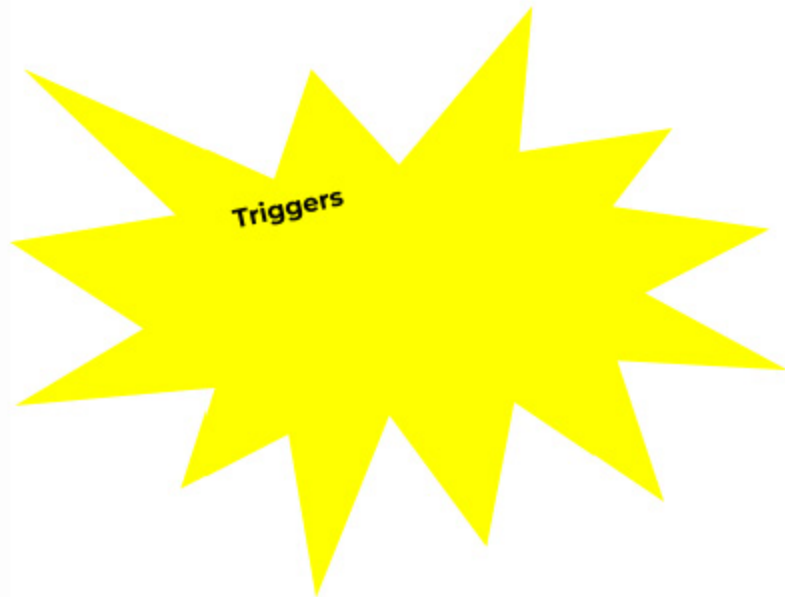
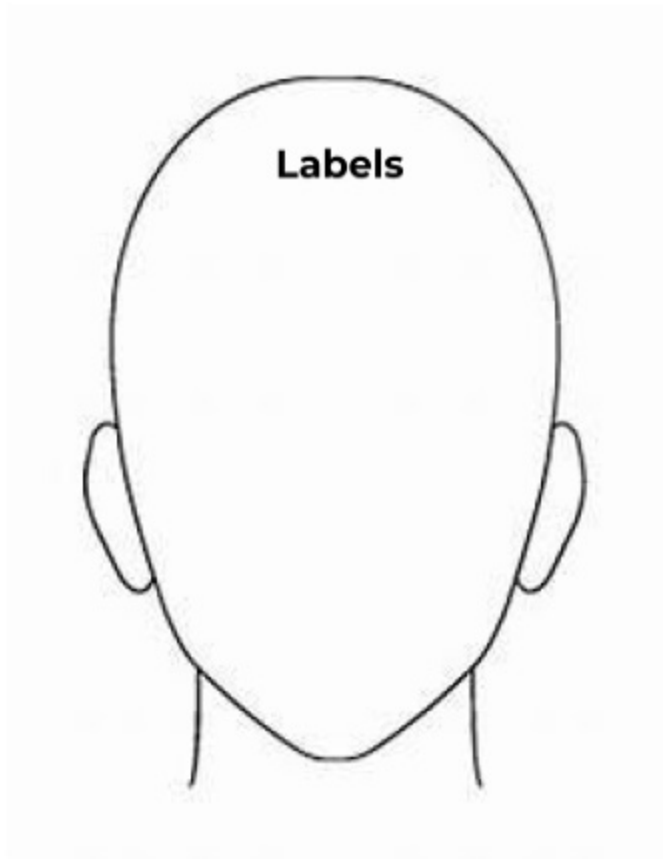
Survivors who tend toward a flight response seek to quickly escape. Escape may be through thought or through a physical escape. They may appear hyperactive--remaining in physical movement, or they may withdraw or "check out" from relationships or tasks.

FREEZE

Survivors who tend toward a freeze response will refrain from engaging at all. They may appear detached, withdrawn, or unable to respond to the stimuli around them.

FAWN

Survivors who tend toward a "fawn" response seek to appease the person(s) causing harm. They make an effort to appease, placate, or acquiesce as a way of minimizing harm. They will often defer to others and avoid conflict by merging with others rather than cultivating a secure self-identity and independent critical thinking.

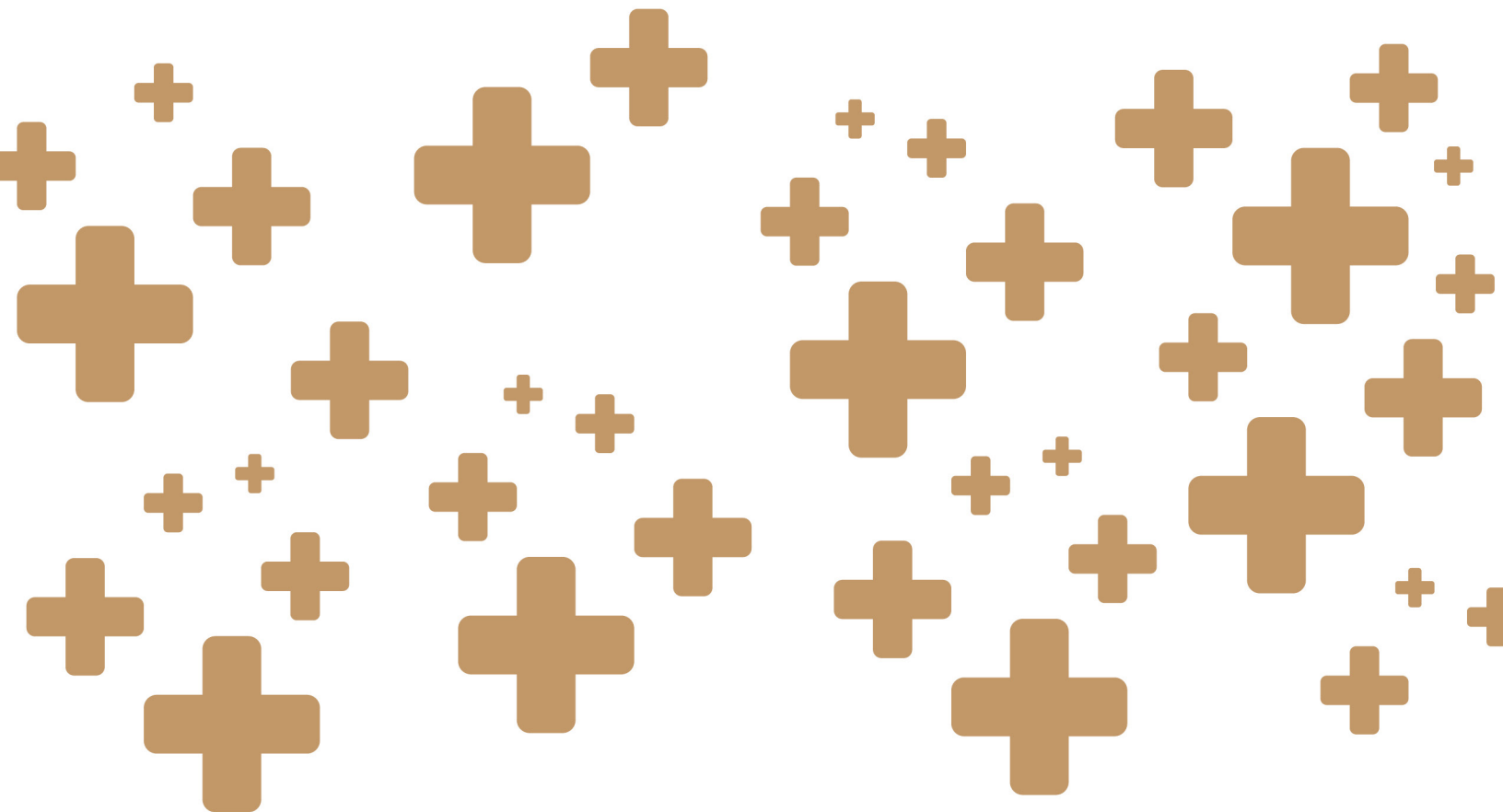


What they may be communicating

What are their strengths?

Reflections:

HEALING-CENTERED RELATIONSHIPS



HEALING-CENTERED RELATIONSHIPS +

| Time | Title/ Description | Additional Info/Material |
|---------------------|-----------------------------------|---|
| 00:00 | Warm-Up | |
| DEEP RAPPORT | | |
| 00:15 | Every Kid Needs a Champion | <ul style="list-style-type: none"> • Video: Every Kid Needs a Champion, Rita Pierson |
| 00:35 | Deep Rapport | <ul style="list-style-type: none"> • Paper • Writing Utensil |
| 00:41 | Trust Generators | <ul style="list-style-type: none"> • Trust Generators Worksheet |
| ALLIANCE | | |
| 00:51 | Alliance | |
| 00:56 | Warm Demander | <ul style="list-style-type: none"> • Book: Culturally Responsive Teaching and the Brain • Warm Demander Chart |
| 01:06 | Asset-Based Feedback | <ul style="list-style-type: none"> • Learning Partnership Handout |
| 01:18 | Inviting Feedback | |
| 01:23 | Closing | |
| 01:30 | | |

WARM-UP - 15 MINUTES

INSTRUCTIONS

The framework for this workshop is based on Zaretta Hammond's research and writing that can be found in her book *Culturally Responsive Teaching & The Brain*. It is highly recommended that participants have access to this resource and have had training in culturally responsive teaching prior to this session.

Check-In

Ask participants to check-in to the workshop by sharing a response to the question:

When was the last time you laughed/had fun with your students? What was happening?

Group Discussion

- Why are relationships foundational to teaching?
- Why are relationships an important part of culturally-responsive teaching?
- When was the last time you were truly engaged in learning? Who was the educator/trainer? Why were you engaged?

Feelings about Feedback

Ask participants to bring to mind someone in their life they are receptive to feedback from.

- With a partner share what about the relationship/person creates safety for you to receive feedback?
- 2-3 volunteers share with the full group about the person they brought to mind and how they make it safe to receive feedback .
- Next, ask participants to bring to mind someone in their life that it is challenging to receive feedback from.
- Ask for several volunteer to share what about that relationship and/or feedback style makes it challenging?

BACKGROUND

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE company.

DEEP RAPPORT

EVERY KID NEEDS A CHAMPION - 20 MINUTES

MATERIALS

- Video: Every Kid Needs a Champion, Rita Pierson

INSTRUCTIONS

Group Discussion

- Why are relationships foundational to teaching?
- Why are relationships an important part of culturally-responsive teaching?
- When was the last time you were truly engaged in learning? Who was the educator/trainer? Why were you engaged?

Video + Debrief

Watch [Every Kid Needs a Champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en) , a TED talk by Rita Pierson.

Facilitate a brief group discussion, allowing space for reflection on the video using the following prompts:

- What, if anything, came up for you while watching?
- What parts resonate with you?
- What questions do you have after watching?

BACKGROUND

Pierson, R. (2013, May). Every kid needs a champion. Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

DEEP RAPPORT - 6 MINUTES

MATERIALS

- Paper
- Writing Utensil

INSTRUCTIONS

Slide 4: The framework for this workshop is based on Zaretta Hammond’s research and writing that can be found in Culturally Responsive Teaching & The Brain. She identifies that in order for meaningfully learning to take place there must exist both deep rapport and a thriving alliance

Slide 5: “Trust between teachers and students is the affective glue that binds educational relationships together. Not trusting teachers has several consequences for students. They are unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt concerns private. They view with cynical reserve the exhortations and instructions of teachers.” Stephen Brookfield, *The Skillful Teacher* (p.162)

Rapport in your classroom

Ask participants to create a list names of students in one of their class period. If primarily supporting adults/colleagues, write down their names instead. Instruct participants to quickly rate how well they know each person on the list from 0-3 (0-not at all, 3-very well).

TRUST GENERATORS - 10 MINUTES

MATERIALS

- Trust Generators Worksheet

INSTRUCTIONS

Trust Generators

Slide 7: Review Trust Generators as described by Hammond on pages 79-81 of Culturally Responsive Teaching & The Brain.

- **Selective Vulnerability:** People respect and connect with others who share their own humanity. Connections are made through sharing imperfect and/or vulnerable moments.
- **Familiarity:** People develop a sense of closeness with those they see regularly, particularly in informal setting.
- **Similarity & Interests:** People find likeness and points of connection with people who share similar likes, dislikes, hobbies, traditions, etc.
- **Concern:** People connect when meaningful concern is shown for issues and events that are important to one another.
- **Competence:** People tend to trust people who demonstrate skill/knowledge and also an ability and willingness to help them understand it.
- *Review Trust Generators + identify ways you engage in trust generating in your classroom/school. Share in groups of 3.*

Self Reflection

Utilizing the Trust Generators worksheet, consider the trust generators you rely on most often with your students, students' families and/or colleagues. Identify specific examples of ways you generate trust in your classroom. Also consider which trust generator(s) you'd like to incorporate more often.

In groups of three, share your reflections with one another.

ALLIANCE

ALLIANCE - 5 MINUTES

INSTRUCTIONS

Slide 8: *How does alliance differ from rapport?* Rapport builds the trust, alliance utilizes that trust to activate change.

A relational bond based on mutual trust that creates an emotional connection and sense of safety for the student in order to do the hard work necessary to reach the goal

The three parts of an alliance are:

1. **The Pact:** A shared understanding and agreement to tackle a specific goal. A formal agreement between teacher & student to work on a learning goal
2. **Teacher as Ally & Warm Demander:** As part of their commitment, teacher acts as an ally to the student in their quest toward independent learning. The teacher offers care & push as needed with a skilled ability to push students into their zone of proximal development while helping them manage emotional responses so they don't set off their amygdala.
3. **Student as Driver of Their Own Learning:** For their part, the student commits to being an active participant in the process and takes ownership of learning

Group Discussion

What are the qualities of a teacher-student dynamic that indicate a strong alliance exists? How does this differ from the rapport building stage?

WARM DEMANDER - 10 MINUTES

MATERIALS

- Book: Culturally Responsive Teaching and the Brain
- Warm Demander Chart

INSTRUCTIONS

Warm Demander

Referencing fig 6.2 on page 99 of Culturally Responsive Teaching and the Brain, instruct participants to spend time reading and reflecting on where they exist on the continuum. Ask educators to identify what parts of the four characters listed resonate for them.

Pair Share

With a partner, share responses to the Warm Demander reflection.

1. Where do you currently exist on this continuum?
2. What do you feel is working well for you?
3. Having had time to reflect and engage with this material--are there any ways you'd like to show up differently for students?

Group Discussion

Use the following questions to guide full group discussion about building alliance through our style of relating.

- Why do you need to use the trust generated in the rapport stage in the alliance stage?
- How would you use it?
- How do we validate students' experience within the social-political context?

ASSET-BASED FEEDBACK - 12 MINUTES**MATERIALS**

- Learning Partnership Handout

INSTRUCTIONS

Provide each participant with a copy of the Learning Partnership Handout. Instruct participants to identify 1-2 focal students from the list generated earlier in the workshop that they would like to prioritize over the next month.

Group Discussion

How do you balance giving actionable, corrective feedback and affirming the student's capacity without "soft peddling" the feedback?

Asset-Based Feedback Protocol

Review Hammond's Asset-Based Feedback Protocol found on the handout and on page 105 of "Culturally Responsive Teaching and the Brain"

1. Begin with rapport building check-in.
2. State explicitly the purpose of your meeting and affirming your belief in the student's capacity as a learner. Provide evidence by citing progress and growth in other areas.
3. Validate the student's ability to master the learning target while acknowledging high demands of the task.
4. Analyze the task together, identifying the easy and hard parts.
5. Deliver feedback that is specific, actionable, and timely. Restate what the final goal is and what mastery looks like and then show them where they are in relationship to the goal.
6. Create space for them to react to what they heard and how they feel about it.
7. Provide specific actions to take to improve, and ways to track their progress.
8. Ask them to paraphrase what they heard you say- what is wrong, what needs to be fixed, and how to go about fixing it.
9. Offer emotional encouragement and restate your belief in them.
10. Set up a time to follow-up and check progress.

Practice

With a partner, choose one person to act as the educator/mentor and the other as the student/mentee.

The mentee will share their goal related to building a learning partnership with their identified focal student.

The mentor will utilize the asset-based feedback protocol to support mentee in developing a clear plan to improve the learning partnership with their identified student.

INVITING FEEDBACK - 5 MINUTES

INSTRUCTIONS

Group Discussion

How do students give you feedback? Do you consistently seek feedback? Why or why not?

Ideas to engage students in feedback process include: Feedback jar, individual conferencing, eliciting feedback in the middle of a unit, reflection sheets

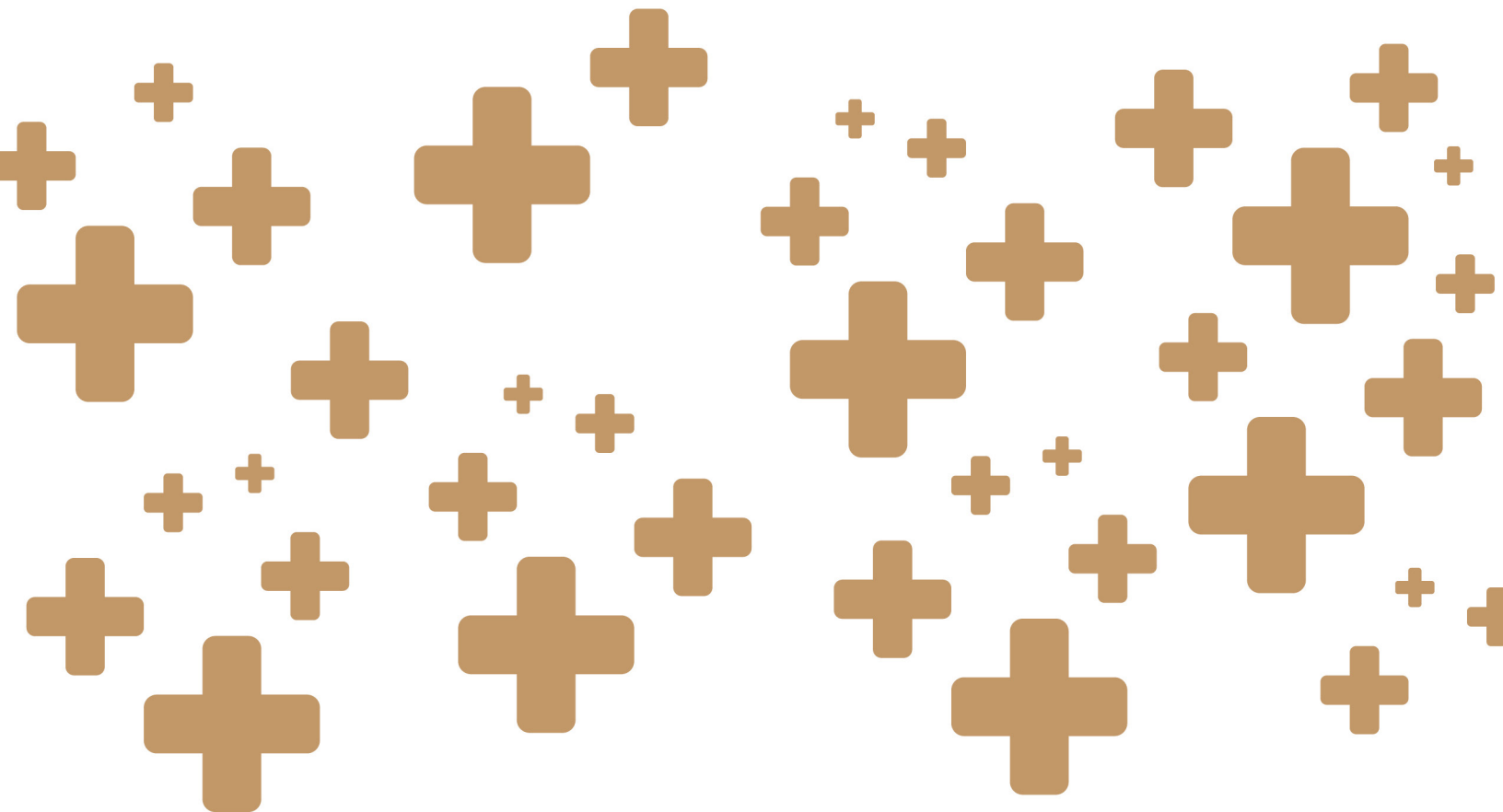
CLOSING - 7 MINUTES

INSTRUCTIONS

Check-Out

Ask participants to “check-out” by identifying one action they will take this week in service of their learning partnership goal.

HANDOUTS



LEARNING PARTNERSHIPS

Build Rapport

1. Spend the first five minutes of every conference or conversation connecting meaningfully with the student. This can be as simple as “how are you?” “how is your family?” “what’s something you’ve been doing for fun recently?” “what parts of school are you excited about lately?”
2. Gather Data on your identified student(s)
 - a. Assess the quality of your relationship with your identified student--do they seem open to you? Do they seem nervous or on guard? Do they appear engaged or disengaged?
 - b. Create a system to record to keep track of attempts to connect with your student(s) and their responses. This can be as simple as a tally sheet
 - i. How many positive/negative interactions did you have?
 - ii. Was it at least a 2:1 ratio?
 - c. Based on your findings, identify one small change you can make to build trust.

Develop Alliance

Create the Pact

1. Create formal agreement between educator and student to work on a learning target
 - a. Learning target should be specific, attainable, and individualized to the student(s)
2. Ask the student what they think is getting in the way to achieving the learning target.
 - a. Strive for open-ended questions & reflections in follow-up
 - b. Avoid close-ended questions or problem solving at this stage
3. Set a deadline for mastering learning target
4. Set up time to check progress and offer corrective feedback
5. Share what you are willing to do as the student’s ally/ partner. Be specific.
6. Be explicit about your belief in their capacity to master the learning target referencing their specific strengths & skills.
7. Be transparent that you will ask them to stretch themselves, and that it may feel uncomfortable, but you are there to support them.
8. Ask student to explicitly name what they intend to do as part of the partnership to meet this challenge. After they answer, offer 2-3 other ways they can take responsibility for their own learning.
9. Create some type of simple ritual to mark the occasion.
 - a. This can be a handshake, fist bump, high five, small reward
 - b. Adding the emotional component cues the brain to remember this as a positive activity rather than a threat.

Educator as Ally and Warm Demander

Utilize asset-based feedback protocol developed by Zaretta Hammond in Culturally Responsive Teaching & The Brain.

Asset-Based Feedback Protocol

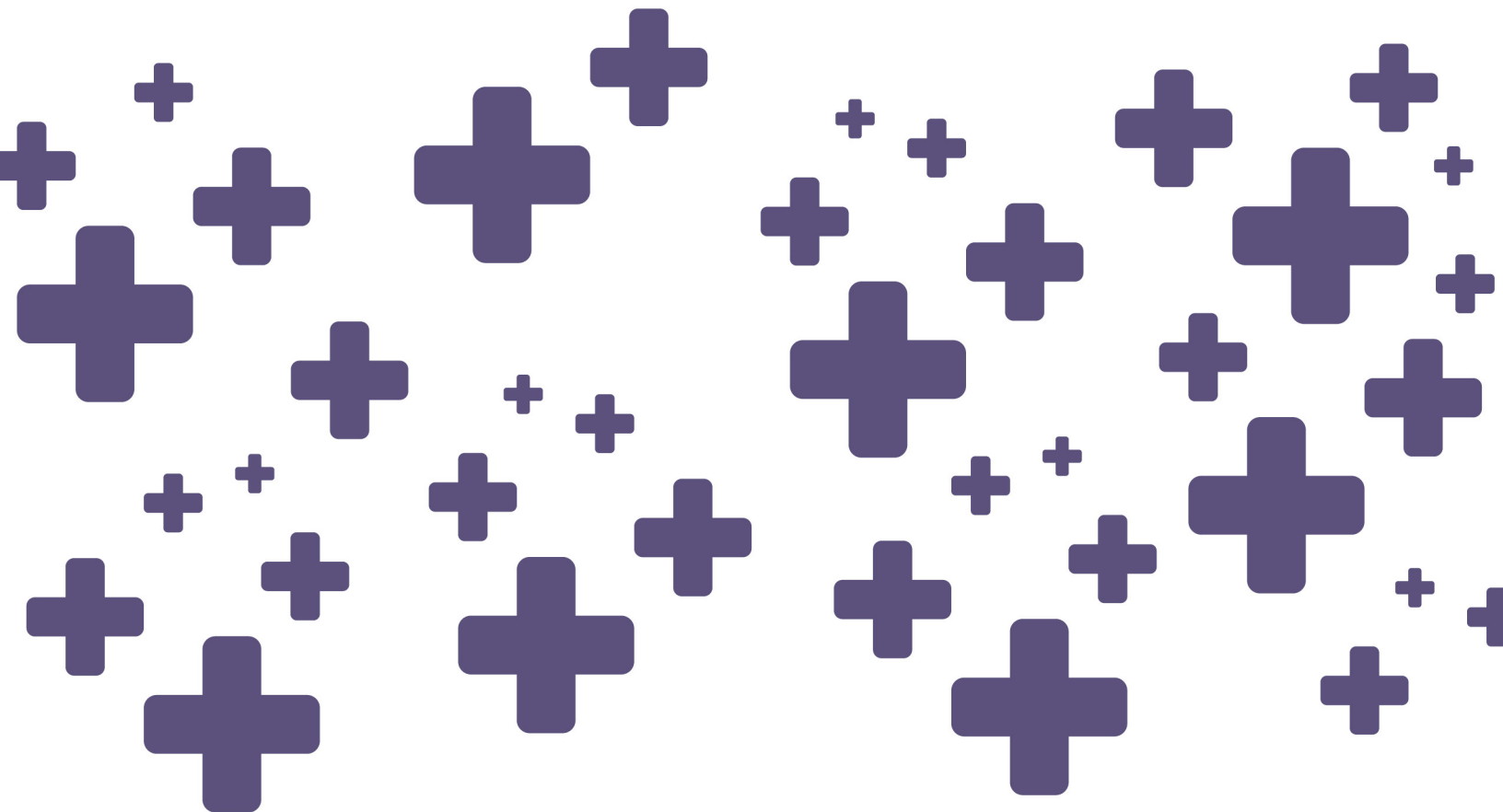
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6. Create space for them to react to what they heard and how they feel about it.
7. Provide specific actions to take to improve, and ways to track their progress.
8. Ask them to paraphrase what they heard you say- what is wrong, what needs to be fixed, and how to go about fixing it.
9. Offer emotional encouragement and restate your belief in them.
10. Set up a time to follow-up and check progress.

Students as Drivers of Their Own Learning

Support students in owning and driving their own learning process. Strategies that can be used to support this include

- a. Kid friendly vocabulary for talking about their learning: data, progress, assessment
- b. Fillable thermometers/scales to self-identify their feelings, focus, and progress each day
- c. Checklists to support decision-making skills during learning
- d. Kid friendly tools for tracking their own progress toward learning targets
- e. Time set aside in student's schedule to review their own progress and learning data
- f. Provide opportunities for student(s) to practice having reflective conversations about their learning i.e. "What worked?" "What didn't work?" "What do I need to meet my goal?"
- g. Scheduled one-on-one time to engage in the learning alliance

VICARIOUS TRAUMA & RADICAL SELF-CARE



VICARIOUS TRAUMA & RADICAL SELF-CARE +

| Time | Title/ Description | Additional Info/Material |
|---------------------|---|---|
| 00:00 | Introduction & Ice Breaker Yellow Ball! A practice in paying attention and perspective taking | • Facilitator Slide |
| DEEP RAPPORT | | |
| 00:07 | What's the Difference? Creating shared language & context for exploring vicarious trauma | • Facilitator Slide |
| 00:15 | Reflect & Share Journal & Group share | • Paper • Writing Utensil |
| 00:20 | My Mental Health Continuum Individual Care Plan | • "My Mental Health Continuum" Worksheet • Writing utensil |
| 00:30 | Deep Dive: Vicarious Trauma Understanding signs & symptoms of vicarious trauma | • Facilitator Slide |
| 00:40 | Self-Assessment Pro-QOL | • ProQOL5 Self-Assessment Worksheets |
| 00:50 | Closing Circle | |
| 00:58 | | |

DAY 1

INTRODUCTION & ICE BREAKER - 7 MINUTES

Yellow Ball! A practice in paying attention and perspective taking

MATERIALS

- Facilitator Slide

INSTRUCTIONS

Introduction

Slide 3: *Discuss with participants the goals of the Vicarious Trauma workshop(s).*

Share this quote from Rachel Naomi Remen: “The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.”

Vicarious trauma is a very common experience of educators, particularly those working in communities where structural racism, poverty, and other inequities create disparate rates of trauma in the community.

Yellow Ball!

For this exercise you will only need your imagination and sense of humor. Gather participants in a circle. If participants do not know one another, first allow everyone to introduce themselves. It may also be helpful if participants are unfamiliar with one another to wear name tags.

- Facilitator names someone in the group and tosses them an invisible ball, identifying it as a yellow (“Sandra, yellow ball”).
- The person receiving this invisible ball responds with “I’ve got the yellow ball.”
- This “yellow ball” is tossed around the circle with each person identifying it as they toss it & receive it.
- After everyone has had a chance to toss the “yellow ball,” a new “ball” is added.
- While the “yellow ball” continues to be tossed, the facilitator introduces the next ball, the “red ball” which is tossed around in the same manner.
- While the “yellow & red balls” continue to be tossed, the facilitator introduces the next ball, the “green ball” which is tossed around in the same manner.
- Finally, while the “yellow, red, & green balls” are tossed, the facilitator introduces the next item, the invisible “Rubik’s cube” which is tossed around in the same manner.

Debrief the activity

Facilitator open a brief discussion reflecting on the activity using the following prompts:

- How was this activity for you?
- Did you notice any shift in your mood or energy?
- What made it challenging? Easy?

INTRODUCTION TO VT

WHAT'S THE DIFFERENCE? - 8 MINUTES

Creating shared language & context for exploring vicarious trauma

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 4: Vicarious trauma and burnout are terms often used interchangeably; however there are key distinctions between them.

Slide 5: Burnout.

Ask participants, "who has heard the term burnout? What causes it? What options are there for addressing it?" Explain "we often hear the term "burnout" being used to describe educators' experiences. While burnout is very common in education & healthcare fields, there is a tendency to conflate it with vicarious trauma which we will get into in a moment. Burnout can occur in any professional or educational setting and is characterized by a depleted ability to cope with work/life demands."

Slide 6: Compassion Fatigue & Vicarious Trauma.

The remainder of this workshop focused on vicarious trauma. The tendency to conflate this with burnout leaves folks experiencing vicarious trauma feeling isolated, misunderstood, and frustrated—particularly when they have employed all of the typical recommendations for managing burnout "take a break, go outside, run a bath" with little effect. While these may be useful strategies for self care, it is important for people working in trauma-impacted environments are provided information and support in managing vicarious trauma.

Vicarious trauma & compassion fatigue are terms often used interchangeably to explain the inner-experience of the helper resulting from empathetic engagement with traumatized clients or communities." *Using the definitions included in the slide, discuss with participants that while related, they both describe slightly different experiences.*

Slide 7: Vicarious Resilience.

Vicarious resilience happens when educators (or other helping professionals) experience personal growth in their own life through witnessing the growth of their students. Witnessing students or their families overcome adversity has a positive effect on the professionals supporting them. An educators' own beliefs and feelings can change and allow them to reassess their own problems and are better able to cope with their own adversity. (Hernandez, Gangsei & Engstrom, 2007).

BACKGROUND

Freudenberger, H. (1974). , *Burnout: The high cost of high achievement*.

Hernández P, Gangsei D, Engstrom D. Vicarious resilience: a new concept in work with those who survive trauma. *Fam Process*. 2007 Jun;46(2):229-41. doi: 10.1111/j.1545-5300.2007.00206.x. PMID: 17593887.

REFLECT & SHARE - 5 MINUTES

Journal & Group share

MATERIALS

- Paper
- Writing Utensil

INSTRUCTIONS

Reflect

Ask participants to take a few moments to reflect on their work in a trauma-impacted environment. They may choose to reflect through writing, drawing, or thinking about answers to the following prompts:

- How has your work in a trauma-impacted school has had a positive influence on the way you see the world, yourself, or what matters to you (your sense of meaning and purpose, hope and faith)?
- How has your work in a trauma-impacted school has had a negative or challenging influence on the way you see the world, yourself, or what matters to you?

Share

In small groups of 3-4, or as a large group; give participants an opportunity to share something that came up for them during the exercise. Participants may choose to share an answer to one of the prompts, or share more broadly about what it was like to reflect in this way.

Note to facilitators: This exercise may be one of the few times participants have explicitly been asked to reflect on the challenges of trauma work. It will be important for you to hold a non-judgmental & empathetic space for sharing. *If you choose to have participants share in the large group, acknowledge participants' willingness to share by validating, normalizing and thanking them for their responses. If participants will share in small groups, you will want to encourage listeners in each group to maintain curiosity & empathy for their colleague as well as avoid using this time for problem-solving/advice-giving, or one-upping (i.e. "if you think that's bad, you won't believe what happened to me...")*

MY MENTAL HEALTH CONTINUUM - 10 MINUTES

Individual Care Plan

MATERIALS

- "My Mental Health Continuum" Worksheet
- Writing utensil

INSTRUCTIONS

Provide participants with "My Mental Health Continuum" worksheet. Explain that mental health is something everyone has and that it is not a fixed experience. Mental health changes occur in response to the interdependent workings of our internal experiences, external stressors or pleasures, and the environments we are immersed in. For this exercise, we will be reflecting on the ways our own mental health shifts and create a plan that is responsive to those shifts.

Review the three categories “thriving,” “surviving,” and “struggling/in-crisis.” **Someone who is thriving** is able to experience pleasure, successfully utilize a wide range of strategies to respond to life’s challenges, attend to the present while planning for the future, and meaningfully engage in relationships that are important to them. **Someone who is surviving** is focused on just making it through the day. They are at the limits of their capacity for self-care. They may often be worrying about the inevitable next crisis rather than remain present in the moment. They may find it challenging to engage in the activities they usually enjoy and begin to feel disconnected from the people around them. **Someone who is struggling or in-crisis** has gone beyond their capacity for self-care. They may be experiencing emotional distress or emotional numbness. They may withdraw, isolate, or avoid meaningful activities. Someone in crisis may be experiencing distressing mental health symptoms that are impairing their ability to engage in work, home, social life, or spiritual practices. People experiencing this level of vicarious trauma often need community care and/or professional support.

Bring participants attention to the second column “personal indicators.” For the next several minutes, prompt participants to reflect on the questions: “What is life like when your mental health is thriving? How do you feel? What activities are you engaged in? What do your relationships look like?” Instruct participants to write a few words that describe this state of “thriving” in the associated box.

The remainder of the workshop will be spent focusing on the signs and symptoms of vicarious trauma. *Ask participants to identify experiences that resonate for them as you review the signs & symptoms of vicarious trauma in the following slides. Give participants a few moments at the end of each slide to note these in the boxes associated with “surviving,” and “struggling.” Advise participants that if they have never experienced the feeling of being in-crisis, that’s great! Have them consider how they might know if they were in the future. Planning ahead for noticing signs can be a powerful tool in healing and wellness.*

DEEP DIVE: VICARIOUS TRAUMA - 10 MINUTES

Understanding Signs & Symptoms of Vicarious Trauma

MATERIALS

- Facilitator slides

INSTRUCTIONS

Facilitator: Introduce signs & symptoms of vicarious trauma by normalizing its existence. If you think of trauma as information, vicarious trauma is information overload. There is a limit to what we are able to take in and process. The stories of trauma and suffering start to fill us up and can become part of us. Vicarious trauma is a human response to the experience of coming face-to-face with the reality of trauma and the difficulties of the human experience. It can slowly shift our outlook and deny us the perspective of a world that exists beyond the traumatic experience.

Despite your best efforts, VT may still be experienced. This doesn’t mean you’ve done anything wrong or that your self-care isn’t “good enough,” just like trauma, vicarious trauma is a physiological response that we can mitigate, but can not always control. Instead, we can feel empowered to understand warning signs so that we can respond compassionately to ourselves should we experience it.

Slide 10 : Changes in Worldview/Belief System

Vicarious trauma is unique from more general workplace stress because of the way it can fundamentally transform the way we view ourselves and the world. People immersed in trauma-adjacent work may begin to shift their belief systems. Some changes in belief may be positive, and a reflection of the vicarious resilience discussed earlier. However, a shift to pervasive cynicism, hopelessness, over-identification with ones' professional role, or a decreased ability to access a sense of safety either in our environment or in ourselves may indicate the presence of vicarious trauma.

Examples:

- *Upon entering the field, you may have felt optimistic and full of big ideas. Now you feel that nothing can be done to improve the issues negatively impacting your community or to change the negative conditions of the education system.*
- *You used to have a variety of interests and hobbies that were central to how you moved through the world. Perhaps you were a basketball player, a writer, a bird enthusiast, or a painter. Now it is hard to imagine viewing yourself in any role outside of your trauma work.*

Slide 11: Psychological/Emotional

The psychological and emotional toll of trauma work can show up as a heightened sensitivity and emotional intensity or as the other side of the same coin in the form of emotional numbing and minimizing. People experiencing vicarious trauma may notice they have an increasingly difficult time managing distress--this may look like increased tearfulness, anxiety, or an inability to tolerate the intense emotions of others. Some people may experience a disconnection from their emotional experiences. Having chronically been exposed to the effects of trauma, their way of coping is to disconnect from their own internal experiences in order to "push through," and avoid. This may also lead to symptoms of depression or inability to find pleasure in one's life.

Examples:

- *You may find yourself constantly on guard or bracing yourself for the next crisis.*
- *You could have a difficult time accessing empathy when a student or colleague shares about a stressful or traumatic event in their life.*
- *You may share common identity or community with the students you teach. Perhaps you grew up in the same neighborhood, share a marginalized identity, or experienced your own childhood trauma and now find yourself feeling guilty for your own survival.*

Slide 12: Somatic

The physiological response to trauma is an intensely somatic experience. When we are threatened we go into fight, flight, or freeze mode, our survival brains take over, and we experience an enormous surge of energy. What is left over of that energy is expressed through physical movements like trembling or crying. When this process is inhibited, it leads to dysregulation of the nervous system. This may result in physical symptoms such as digestive problems and sleep disturbances.

Slide 13: Behavioral

People experiencing vicarious trauma may exhibit certain behaviors in an attempt to cope. Examples of such behaviors are included here. These behaviors can develop as a way to self-soothe or to "check out" from the emotional pain.

Examples:

- *You may find excuses to avoid routine staff meetings that you used to attend with no issue.*
- *You may notice an increase in arguments with your partner or find yourself having big reactions to what would previously have been minor conflicts.*
- *You could find yourself feeling the need to routinely decompress with drugs or alcohol in order to “turn off” your work mind.*

Slide 14: Relational

Your role as an educator is fundamentally relational in nature. When these relationships are also impacted by the presence of individual and collective trauma, it may affect the way the educator engages with those around them. They may find it difficult to form nourishing relationships, avoid intimacy, feel the need to be self-sufficient, or feel unable to meaningfully connect with people who are not in a similar helping profession.

Examples:

- *You may find that nearly all of your social interactions are with colleagues or others in the helping professions. You may find it difficult to relate or may even find yourself judging people who are not in a similar field.*
- *You may find yourself taking on a large amount of extra tasks “for the sake of the students,” and have a hard time receiving assistance even when it is offered.*
- *You may notice a decrease in pleasure in your partnerships or friendships.*

Facilitator note: Included in the content notes of each slide are examples of ways these signs and symptoms may emerge. You may wish to choose one or two to support participants in making connections between clinical language and personal experiences.

BACKGROUND

van Dernoot Lipsky, Laura. (2009). Trauma Stewardship. Berrett-Koehler Publishers. San Francisco, CA.

SELF-ASSESSMENT - 10 MINUTES**Pro-QOL****MATERIALS**

- ProQOL5 Self-Assessment Worksheets

INSTRUCTIONS**Self-Assessment**

Give participants brief background on the Pro-QOL. The Professional Quality of Life Measure (Pro-QOL) is a free resource developed by researchers, educators, and clinicians. It is used to take inventory of one’s compassion satisfaction, burnout, and secondary/vicarious trauma.

Distribute a copy of Pro-QOL 5, Self-Score to all participants. Instruct participants to spend the next 7-8 minutes completing the self-assessment to take inventory on the ways exposure to secondary trauma is currently affecting them. Taking inventory in this way can help in creating a plan for healing and care that specifically addresses the impact.

If you will be following this session with Vicarious Trauma Part II, request participants bring their ProQOL to the next session. Assure participants that the next session will be entirely focused on responding to the question of “now what?” and explore a variety of strategies for responding to vicarious trauma both individually and collectively.

If you are unable to provide Vicarious Trauma Part II as follow-up to this session, encourage participants to utilize the results from the Pro-QOL to engage in a practice of setting intentional goals for self and community care. A useful tool for guiding this practice is exploring the “Five Directions” found in Laura Van Dernoot Lipsky’s, “Trauma Stewardship.”

BACKGROUND

B. Hudnall Stamm (2009). Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL). www.proqol.org

CLOSING CIRCLE - 8 MINUTES

INSTRUCTIONS

Closing Circle

Transition participants from self-assessment into a circle. Thank participants for their engagement in today’s session.

Use the prompt “In one word or sentence, what are you leaving with from today’s session? What is one way you plan to take care of yourself this week?”

Ask for a volunteer willing to share first and then continue around the circle. Remind participants that they always have the option to pass.

Preparing for Vicarious Trauma, Part II

If you are completing part I & II of Vicarious Trauma workshops at different times, remind participants to bring their copy of “My Mental Health Continuum” with them to the next session, or collect them and keep them in a confidential space until you return.

VICARIOUS TRAUMA & RADICAL SELF-CARE +

| Time | Title/ Description | Additional Info/Material |
|----------------------------|--|---|
| 00:00 | Introduction & Ice Breaker | <ul style="list-style-type: none"> Magazine Cut-Outs (Prior to the session, cut out a variety of images from magazines. These can be pictures of nature, abstract images, images of popular figures, etc. Be sure to have at least 1.5x the number of participants expected) |
| SELF-CARE | | |
| 00:10 | Radical Self-Care What does self-care look like? | <ul style="list-style-type: none"> Facilitator Slide |
| 00:16 | My Mental Health Continuum, II Planning for self-care across the mental health continuum. | <ul style="list-style-type: none"> My Mental Health Continuum Blank Paper Writing Utensil |
| COMMUNITY CARE | | |
| 00:26 | Community Care What is community care? | <ul style="list-style-type: none"> Facilitator Slide |
| 00:32 | Circle of Support Who's in your circle? | <ul style="list-style-type: none"> Paper Writing Utensil |
| WORKPLACE STRUCTURE | | |
| 00:42 | Low Impact Debriefing Reducing retraumatization while accessing support. | <ul style="list-style-type: none"> Facilitator Slide |
| 00:47 | Organizational Prevention of Vicarious Trauma What role does the school & district play in staff wellness? | <ul style="list-style-type: none"> Facilitator Slide |
| 00:55 | Mindfulness Practice Closing activity. | |
| 01:00 | | |

DAY 2

INTRODUCTION & ICE BREAKER - 10 MINUTES

MATERIALS

- Magazine Cut-Outs (Prior to the session, cut out a variety of images from magazines. These can be pictures of nature, abstract images, images of popular figures, etc. Be sure to have at least 1.5x the number of participants expected)

INSTRUCTIONS

Prior to the session, facilitator should gather a variety of images cut-out from magazines. During set-up, spread the images across the table (s) or center of circle

Welcome participants to part II of the Vicarious Trauma workshop. Explain that the session will focus on moving from awareness to response & healing.

Welcome Circle

Ask participants to take several minutes sorting through the magazine cut outs in front of them and to choose one that resonates with them today.

Once participants have been given time to select their image, request participants check-in by sharing their image and anything they'd like to share about why they chose it.

(If you are facilitating this session with participants unfamiliar with one another, also include introductions during this activity).

Overview

Begin by sharing this quote by Nakita Valerio (award-winning writer, academic, and community organizer based in Edmonton, Canada.):

"Shouting 'self-care' at people who actually need community care is how we fail people."

Slide 17: How we choose to care for ourselves has an impact on our overall health, which makes self-care practice important. However assuming that people always have the capability, accessibility, or power to care for themselves is flawed. True healing requires an approach that is responsive to this. Today we will discuss strategies for self-care, and we will also go further to identify strategies for community care & systemic change to prevent or alleviate distress related to vicarious trauma.

SELF-CARE

RADICAL SELF-CARE - 6 MINUTES

What does self-care look like?

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 18: There is no one right way to engage in self care. Self care means paying attention to what you need and giving yourself permission to respond to that need. Included here are major categories of self care that can be used to soothe or reduce the impact of exposure to secondary trauma:

- **Retreat:** Take space for yourself physically or mentally
 - Use the PTO you've accrued to take time off--even if just for a staycation
 - Practice solitude
 - Visualize a peaceful place
- **Rest:** Have no goal or timeline / doing things you find relaxing
 - Give yourself a bedtime
 - Do gentle stretching
 - Read or do a crossword
 - Cuddle
- **Play:** Engage in activities that bring you joy, make you laugh, move your body, or lighten your spirit
 - Play a sport
 - Go out dancing
 - Laugh wildly with your friends
 - Spend time with a child
- **Create:** Make something without judging the end product
 - Write, draw or paint
 - Cook
 - Design a space
- **Connect:** Invest in relationship to yourself, loved ones, community, or spirituality
 - Journal
 - Practice Mindfulness
 - Go on a date
 - Call a friend
 - Volunteer

- **Heal:** Wellness activities that respond to physical, psychological & emotional, and spiritual needs
 - Schedule routine preventative care appointments
 - Access body work (acupuncture, massage, etc.)
 - Spend time with an elder or mentor
 - Meet with a counselor, spiritual advisor, or traditional healer

MY MENTAL HEALTH CONTINUUM, II - 10 MINUTES

Planning for self-care across the mental health continuum.

MATERIALS

- My Mental Health Continuum
- Blank Paper
- Writing Utensil

INSTRUCTIONS

My Mental Health Continuum, Part II

Provide each participant with blank paper, their copy of “My Mental Health Continuum” and something to write with. Instruct participants to spend a few minutes thinking about strategies they already use to care for themselves and to jot these down on the blank paper. Next, ask participants to identify strategies they don’t typically utilize, but are interested in trying.

Next, ask participants to consider which strategies they are useful and accessible across the spectrum of mental health. Ask participants to complete the final column of their worksheet, filling in activities they feel would be useful in each. It is normal for there to be overlap.

Before transitioning to the next activity, ask participants to identify 1-2 strategies they can reasonably implement (or take steps to implement) this week.

Pair Share

Ask participants to find a partner or triad. Give groups several minutes to share about the strategies they identified during the exercise.

COMMUNITY CARE

COMMUNITY CARE - 6 MINUTES

What is community care?

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Group Discussion

Begin by asking participants to respond to the question: “What is it like to provide care to others?” Follow this by asking participants to respond to “What is it like to receive care from others? Does it feel more or less challenging?”

Slide 19: Community care is responsive to the fact that humans are interdependent by nature. We are relational beings who require collective care in order to thrive. Community care is both giving and receiving care to the capacity that we are able.

Community care challenges many of the ‘isms’ present in our culture. It counters the belief that one must be productive in order to receive care and challenges us to unlearn internalized ableism that creates conditions where people feel shame for needing care and/or judgement toward others who do. Community care is not equal. It is not “this-for-that,” but rather freely giving and receiving as we are able.

Group Discussion

Ask participants: “What would our community look different if no one ever felt like a burden for needing support? How would it feel to be in a community where our needs were prioritized and attended to?”

BACKGROUND

Dainkeh, Farima (2019). *Beyond self-care: Understanding community care and why it's important*. retrieved from <https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/>

Dockray, Heather (2020). *Self-care isn't enough. We need community care to thrive*. retrieved from <https://mashable.com/article/community-care-versus-self-care/>.

CIRCLE OF SUPPORT - 10 MINUTES

Who's in your circle?

MATERIALS

- Paper
- Writing Utensil

INSTRUCTIONS

Begin this exercise by naming that while there are some similarities, all of us have unique social-emotional needs. Ask participants to think about what important roles the people in their lives fill--or wish they would fill.

Provide each participant with a copy of "Circles of Support" worksheet. Share an example (included in the slides) of one person's circles of support. Ask participants to first label the bubbles with the roles important to them in meeting social-emotional needs. Next, ask participants to fill in the names of people (or groups of people) in their lives who fill these roles.

Ask participants to reflect on the following questions:

- Which bubble(s) feel satisfied & full?
- Which bubbles may need extra attention?
- How have your bubbles changed over time?

Encourage participants to practice a moment of intentional gratitude this week by acknowledging the role someone in their circle plays for them. A quick text, phone call, or card to say "I value you as a mentor and appreciate your support in my life," goes a long way in both providing care to others while also building a practice of gratitude for yourself.

WORKPLACE STRUCTURE

LOW IMPACT DEBRIEFING - 5 MINUTES

Reducing retraumatization while accessing support.

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 21: Low Impact Debriefing. Centering the concept of community care in the workplace requires both individual and structural work. A concept called Low Impact debriefing is one tool that can be used to avoid Retraumatization and promote community care in relationships between colleagues (and can be useful to use when debriefing your work with others as well). When educators are exposed to stressful things in the course of their work, it is a normal reaction to want to debrief with someone. Low impact debriefing allows us to access support and validation while simultaneously caring for the person offering it to us.

Low Impact Debriefing includes the following four principles:

1. **Self-Awareness:** Understanding why I am sharing and what I hope to get from the interaction. Naming this can improve the efficacy of the debrief. For example:
 1. "I am not ready to problem solve, I just want someone to validate how upsetting this situation was,"
 2. "I need help transitioning out of work so that I can be present with my child this afternoon."

2. **Content Warning:** It is common in daily life to preface sharing bad news with a pause such as “I need you to sit down, I have something I need to tell you.” The same need exists in debriefs. Let’s imagine your colleague asks “how was your day?” and you’ve just had a day where you had to file a CPS report after a student wrote about being abused in their writing assignment. In order to provide a content warning, you might first give a simple answer such as “it was really hard,” or “I’m so upset about something that happened.” However, before you give details, you might say “I’d like to share something that is pretty upsetting,” or “I had to make a CPS report and it’s hard to get the details out of my mind.” This gives the person a moment to ready themselves for the information if they are able to hear it.
3. **Consent:** After providing a content warning, you will need to obtain consent. This means asking if someone is available to hear the content and to provide emotional support. It is important when asking for consent that we give space and permission for the person to answer. Only after we have obtained consent should we continue to the next step. If the person does not consent, it is important to acknowledge this and to respect the boundary. Asking for consent might sound like:
 1. “Do you have capacity for me to share about what happened today?”
 2. “I’d like to debrief something with you, are you available for that?”
4. **Limited disclosure:** When you share, begin with the least traumatic content and gradually get nearer to the more intense content. Consider what details are necessary to share. In the end, you may not need to tell the graphic details. In times when you need to share details ensure that you are maintaining confidentiality and the person who you are debriefing with is appropriate. Especially consider focusing on the impact the event had on you, rather than on giving the other person all of the specific details.

BACKGROUND

Saakvitne, K. and Pearlman, L. (2016). *Low impact debriefing: preventing retraumatization*. Tend Academy. retrieved from <https://www.tendacademy.ca/wp-content/uploads/2018/11/Short-LID-article-revised-2016.pdf>

ORGANIZATIONAL PREVENTION OF VICARIOUS TRAUMA - 8 MINUTES

What role does the school & district play in staff wellness?

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Acknowledge to participants that while individual people and relationships can mitigate the impacts of vicarious trauma, the way a workplace that is led and organized has major impact on the efficacy of these efforts. Educators often feel that the districts and schools that they work in exacerbate their vicarious trauma rather than contribute to their healing.

Sometimes school leadership are facing a large number of competing demands with limited resources to be able to do everything they wish they could. However, even when resources are limited, taking an active interest in staff wellbeing is an important part of fostering a healing-centered work environment.

Slide 22: The role a school's organization & structure impacts vicarious trauma can not be understated; indeed, it could fill a full workshop all its own. For now, it is important to highlight a few key areas:

- **Safety**
 - Sufficient orientation & training
 - Plans for safety & crises
 - Staff access to medical & mental health care
- **Trust & Transparency**
 - Providing information to help staff understand how and why decisions about resource allocations, deadlines, policies, and assignments are made
- **Peer Support**
 - Encourage connections, morale & relationship building
 - working in teams
 - peer support process groups
 - unstructured opportunities for connection (fun!)
- **Collaboration & Mutuality**
 - Providing a voice in decision-making from and feedback to staff at all levels of the school hierarchy
 - Interdisciplinary decision-making teams
- **Empowerment & Choice**
 - Encourage staff creativity
 - Provide choice whenever possible
 - Join advocacy efforts focused on improving working conditions for school staff
- **Cultural Responsiveness**
 - The entire organization works to build a climate that promotes acceptance, inclusion and respect
 - Management demonstrates authentic interest school staff's personal lives
 - Racial equity policies & implementation
 - Routine assessment of school climate

Reflection

Ask participants to reflect on their answers to the following questions. Schools may wish to continue this conversation in follow-up meetings and supervision times to thoroughly assess and respond to the current mitigating & exacerbating school policies & practices.

If you are in a position of leadership: What are some things you do well to help lessen the impact of vicarious trauma on your staff? What are some things you as a member of leadership could do better to help lessen the impact of vicarious trauma?

If you aren't in a position of leadership: What does your manager do well? What is something your school could do better to lessen the impact of vicarious trauma?

BACKGROUND

Bell, Kulkarni, & Dalton (2003). *Organizational prevention of vicarious trauma*. Alliance for Children and Families. retrieved from <https://www.headington-institute.org/wp-content/uploads/2020/06/R7-Vicarious-Trauma-Managers-English.pdf>

National Coalition Against Domestic Violence. retrieved <https://ncadv.org/blog/posts/what-supervisors-and-leadership-need-to-know-about-vicarious-trauma-and-supporting-your-staff>

Curry-Stevens, A., Reyes, M.-E. & Coalition of Communities of Color (2014). *Protocol for culturally responsive organizations*. Portland, OR: Center to Advance Racial Equity, Portland State University. retrieved from https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1008&context=care_pubs.

MINDFULNESS PRACTICE - 5 MINUTES

Closing activity.

INSTRUCTIONS

Ask participants to pause here to join you in a short mindfulness practice before leaving today's session.

Explain that mindfulness is simply the act of noticing or paying attention. Practicing mindfulness routinely can prepare you to use it more effectively in moments of intensity or emotion dysregulation. Mindfulness is something that can be utilized in brief moments during your day.

Body Scan

Facilitators will lead the group through a body scan, taking time to pause between each instruction:

Begin by placing both feet on the floor in front of you, hands relaxing on your legs. As we go through this exercise, if you notice your mind wandering that's ok. Don't try to change the thoughts, just redirect your attention back to your breath.

Now bring your attention into your body.

You can close your eyes if that's comfortable for you, or leave them open with a soft gaze.

Notice your body seated wherever you're seated, feeling the weight of your body on the chair.

Take a few slow, deep breaths.

Notice your feet on the floor, notice the sensations of your feet touching the floor.

Notice your legs against the chair, pressure, heaviness, lightness.

Bring your attention up to your back against the chair.

Bring your attention into your stomach area. If your stomach is tense or tight, let it soften.

Take a breath.

Notice any sensation in your hands. If they are tense or light. See if you can allow them to soften.

Notice your arms. Feel any sensation in your arms.

Bring your attention up to your shoulders. Allow yourself to loosen your muscles here.

Notice your neck and throat.

Bring your attention to your face. Notice your jaw and if you can, try to soften it. Let your face and facial muscles be soft. Notice the space between your eyebrows.

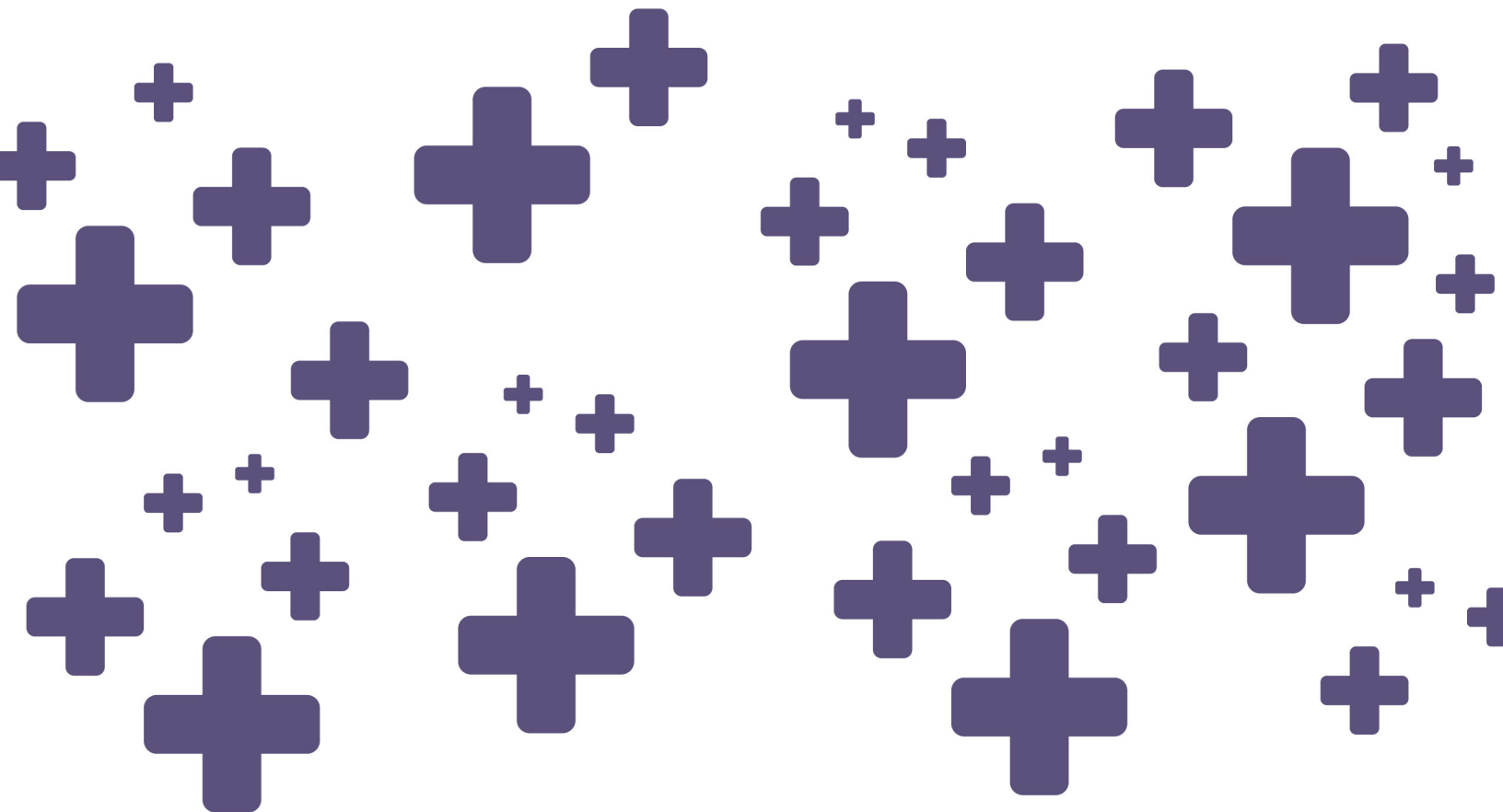
Bring your attention to the top of your head. Notice any sensations there--the way your hair or scalp feel.

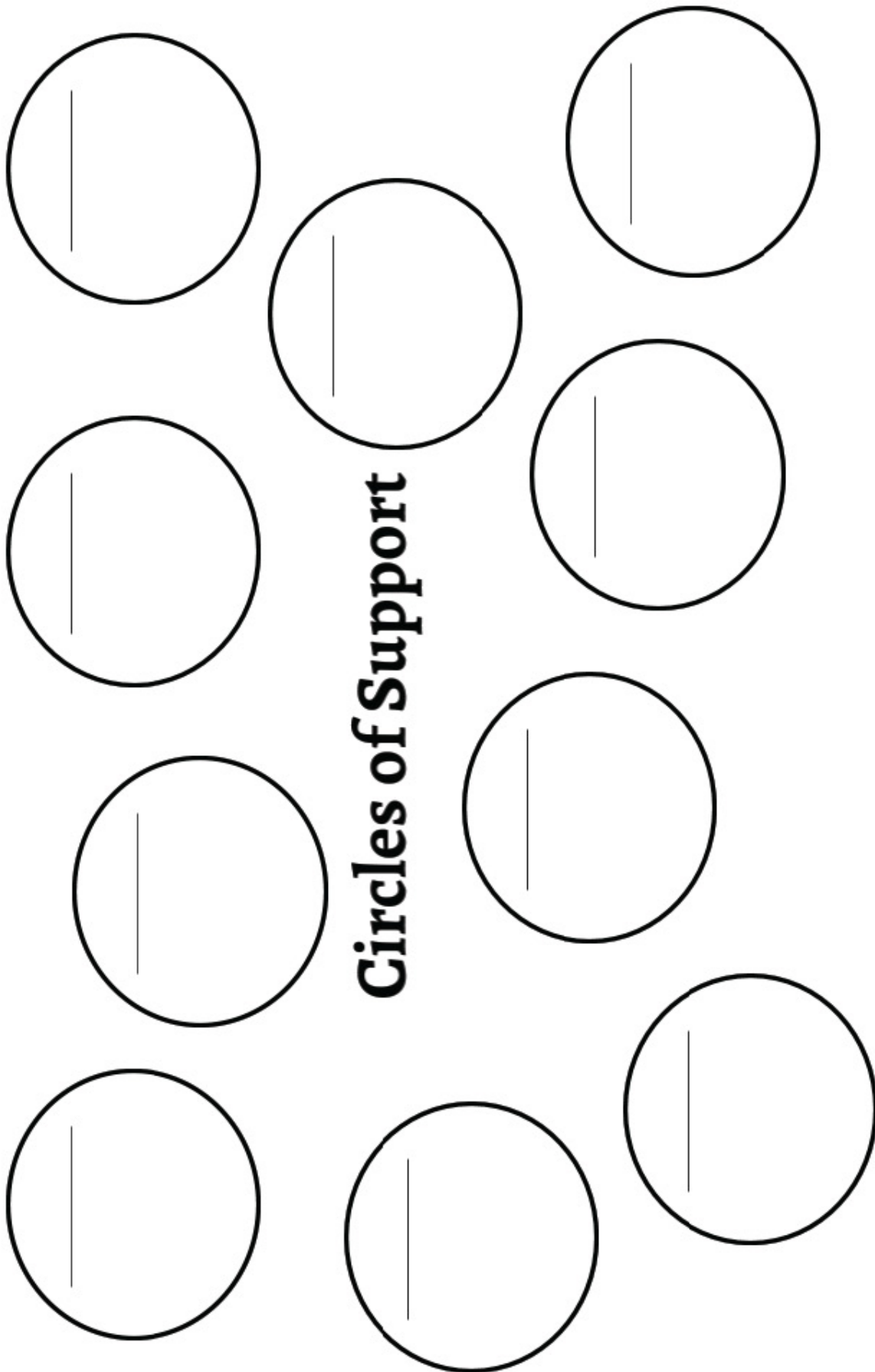
Then notice your whole body present. Take a breath.

When you're ready, you can start to open your eyes and slowly begin to bring your awareness back to the rest of the room. Notice the other people in the room who have chosen to show up for this work in this moment alongside you.

Vicarious Trauma & Radical Self-Care Slide Deck

HANDOUTS



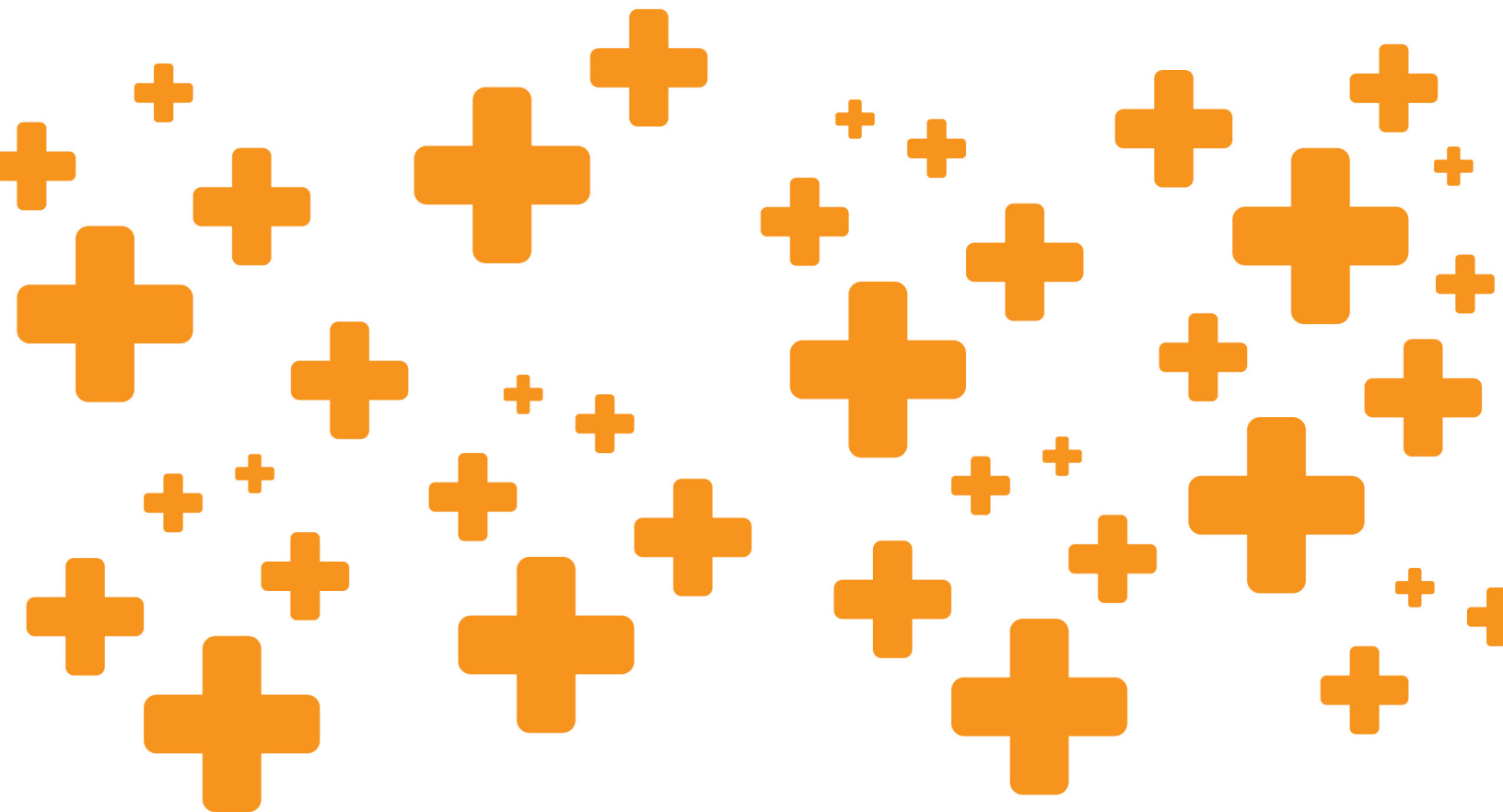


My Mental Health Continuum

| | Personal Indicators | Strategies for Self-Care |
|----------------------------------|---------------------|--------------------------|
| THRIVING | | |
| SURVIVING | | |
| STRUGGLING/ IN-CRISIS | | |

Adapted from: Delphis (2020). The Mental Health Continuum is a Better Model for Mental Health.
<https://delphis.org.uk/mental-health/continuum-mental-health/>.

FROM CHAOS TO CALM: HCS WORKSHOP 2-3



FROM CHAOS TO CALM: HCS WORKSHOP 2-3 +

| Time | Title/ Description | Additional Info/Material |
|--|---------------------------|---|
| INTRODUCTION | | |
| 00:00 | Introduction | <ul style="list-style-type: none"> Noise makers (optional) From Chaos to Calm Participant Workbook |
| 00:07 | Icebreaker | <ul style="list-style-type: none"> Paper Writing Utensil |
| 00:12 | Mindfulness | |
| 00:17 | Emotion Regulation | |
| 00:22 | Assess | <ul style="list-style-type: none"> Heart & Star Stickers (or any 2 colors of marker) |
| FROM SURVIVAL BRAIN TO LEARNING BRAIN | | |
| 00:37 | Model & Relate | |
| 00:47 | Respond | <ul style="list-style-type: none"> Survival Brain-->Learning Brain Cards Elevator Empathy Worksheets |
| 00:54 | Practice! | |
| 01:02 | Learning Brain | |
| 01:22 | Closing | |
| 01:30 | | |

WARM-UP

DAY 1

INTRODUCTION - 7 MINUTES

MATERIALS

- Noise makers (optional)
- From Chaos to Calm Participant Workbook

INSTRUCTIONS

Welcome participants to the workshop. Review community agreements created in the previous session. If this workshop is being held on its own, spend time creating group agreements (instructions can be found in HCS Workshop 1). Distribute “From Chaos to Calm” participant workbook.

Self Shout-Outs

Distribute noisemakers to participants as they enter the workshop.

Ask participants to check-in today by sharing something they’d like to “shout themselves out” for. It can be anything—for example, “I ate lunch today!” “I finished grading all my papers before the weekend!”

After someone shares, the group will celebrate them by clapping, using noise makers, shouting affirmations, etc. Silliness & over the top celebration is encouraged.

ICEBREAKER - 5 MINUTES

MATERIALS

- Paper
- Writing Utensil

INSTRUCTIONS

How do you feel?

Divide participants into teams of 3-5. Each team should have a paper and something to write with. Set a three minute timer and instruct teams to write down as many emotions/feelings words that they can think of.

When the timer goes off, ask teams to share words that they came up with. Team with the most words wins!

MINDFULNESS - 5 MINUTES

INSTRUCTIONS

Instruct participants to find a comfortable position in the room--they may choose to stand or to sit on a chair or bolster. Utilize the following mindfulness script to lead the group through a grounding exercise.

Begin by placing your feet flat on the ground. Notice your soles and the sensations you feel. Rest your arms gently by your side. Scan your body slowly for areas of tension- areas of unrest or stress. Now bring your attention to your breathing- is it fast and labored? Maybe it is already slow and steady. Just take a moment to become aware. We will begin to focus our control on our breathing. Let's do this three times. Breath in deep, and breath out, pushing the air through your nostrils. Breathe in, breathe out. Last time, breathe deeply, pulling the breath into your belly, feeling your ribcage expand. Now breath out, pushing the air up out of your lungs through your nostrils. Allow yourself to just breathe gently as we move through the next part of the exercise. If your mind starts to wander, that's ok just notice it and return your focus to your in breath.

Now let your legs and the soles of your feet descend as if they are the roots of a tree. Your feet extend deep into the ground. Now breathe up through the roots- move your breath from the soles of your feet, up through your calves, and thighs. Feel the breath move through your legs up to the core of your body. Let your tree grow up through your ribs and shoulders- with your outbreath, relax your arms and neck. Feel the in breath in your throat and let it expand into your head, relaxing your brain, your forehead, your thoughts. Imagine, with each in breath, you are extending the roots up to the crown of the head. Feel your energy move from the soles of your feet up through your head and into the sky. With your next in breath, feel the power of the earth move through the roots of your feet up through your stomach and heart, to the top of your head. With your outbreath, gently release this stress; let it go into the air, let it go into the sky. From the roots deep in the center of the earth, draw energy up to the crown of your head. If you get distracted just notice your thoughts then let them go. Accept your distraction then draw your attention back to the soles of your feet, your roots, strong and powerful. Notice your breath, notice the energy you draw from the core of the earth. There is abundant energy. As you breath out, let your stress and emotions escape into the atmosphere. Continue to breathe deeply. Pull the energy from the center of the earth, feel the energy move through you. Feel your outbreath releasing the tensions and worries you are carrying. You are encouraged to continue this breathing for several more moments.

When you are ready, please start to shift your awareness back to the soles of your feet. Notice how the ground feels below your body. Notice the connection your feet have made with the earth. When you are ready, bring your awareness to the space we are in--the sounds, smells, sensations in the room. Notice the people who have chosen to be here with you, sharing this space today. Acknowledge one another with a nod or a smile.

EMOTION REGULATION - 5 MINUTES

INSTRUCTIONS

Begin by reviewing why these sessions are focused on emotion regulation.

1. **Lack of emotion regulation is a developmental gap.**

In a child's ideal development, emotion regulation is a skill learned both implicitly and explicitly. For some people who had highly attuned and regulated caregivers, strategies for emotion regulation were built simply by observing and replicating a caregiver modeling it. However, this is often not what happens either because a caregiver was unable to provide that attunement and/or because the caregiving occurred in a chronically stressful environment with little reprieve to practice it.

Students who have a developmental trauma history likely did not intuitively develop this skill. It is important to remember that for most students *if they can, they will*--emotion dysregulation is uncomfortable. A lack of emotion regulation is a developmental gap that needs to be addressed just like any other gap in academic skills.

2. **Our most important teaching tool are ourselves.**

Because many of us were not explicitly taught, we may not have a model for how to teach others. This can create anxiety, feelings of incompetence, etc. These feelings, if left unattended to, can lead to own dysregulation which can interact with students' dysregulation. This back and forth dysregulation leaves us without a way to mindfully relate to one another.

3. **Emotion regulation skills are necessary for learning**

Emotion regulation is necessary for the development of complex problem-solving skills, memory functioning, attention and focus, and making novel connections.

ASSESS - 15 MINUTES

MATERIALS

- Heart & Star Stickers (or any 2 colors of marker)

INSTRUCTIONS

Form pairs or groups based on role in the school i.e. (those whose primary role is classroom-based, partner; administrators form a group; those who run afterschool program form a group etc.)

1. With your partner or group, create a map and/or timeline of your usual day & activities, If you don't have a typical day, make a list of activities you engage in (i.e. phone calls to parents, home visits, writing curriculum)
2. With heart stickers, label spaces, times, activities that feel the most calm & regulated and/or those that have the most joy
3. With star stickers, label spaces, times, & activities that are the most challenging and/or dysregulated (for students, colleagues, or you!)
4. Plan next steps for observation: How will you continue to collect data to identify trigger-spots in your day? This can be done through observation & through direct feedback from students. One way to collect feedback from students is to ask them to complete a similar timeline of their day--draw a star when it is the hardest to focus, heart when it is easiest to focus, etc.)

FROM SURVIVAL BRAIN TO LEARNING BRAIN

MODEL & RELATE - 10 MINUTES

INSTRUCTIONS

In order for calm, safe, and engaging learning spaces to exist; educators must become skilled in playing the part of the thermostat rather than the thermometer. This means that we begin first by turning inward, identifying and responding to our own emotions in order to foster a space where others can do the same.

Understanding Modeling

One powerful tool in teaching emotion regulation is modeling. Modeling is beneficial because it is relational, interactive, and doesn't require any special lesson plans or additional class time. As educators, we can practice this regularly as a way to both teach emotion regulation as well as share in ways that allow us to be known by our students. We can do this in the moments we feel happy, frustrated, disappointed and anywhere in between. For example, if we get stuck in traffic on the way to school and arrive without time for our usual prep, we might say "I feel a little anxious because I was caught in traffic and wasn't able to make the photocopies we were going to use this morning. I'm going to take a few moments to breathe while you all complete the do-now so that the rest of our time together can feel less frazzled." Name your own feelings and connect them to behaviors regularly.

Practice!

In a small group, pick one feeling you brought with you to work this week & practice connecting it to a thought and/or behavior.

Reframing Praise

In addition to modeling, educators can also shift their framework. Instead of rewarding behavior i.e. "thank-you for completing your math homework today;" reward students by reflecting back the social-emotional skills they used to get to the behavior. For example "you were really frustrated with the homework yesterday and you found a way to get it turned in today. I'm really proud of you!" Or "great job letting me know when you were feeling bored and finding a way to stay focused by using that fidget during the lesson." Thank you for noticing that you were upset and taking some space so we could have a calm conversation about it."

RESPOND - 7 MINUTES

MATERIALS

- Survival Brain-->Learning Brain Cards
- Elevator Empathy Worksheets

INSTRUCTIONS

Begin first by providing information about the DNA process (Bailey 2001).

Once an educator becomes the thermostat, they are more readily available to notice and respond to students experiencing moments of dysregulation. One strategy covered today is known as DNA.

DNA stands for “describe, notice & name, and acknowledge.”

1. **Describe:** This involves describing objective, observable behavior. For example “your head is down on your desk,” or “your face is all scrunched like this [mirror back to them.]” Describe can be both verbal as well as non-verbal. Non-verbal mirroring can be useful when students are dysregulated and having a difficult time hearing what you are saying. We describe in a neutral, calm tone and the same is true in mirroring--we repeat the behavior back to them without any theatrics or exaggeration.
2. **Pause:** After describing, you will often want to take a pause. Here we can engage students through co-regulation. We may take a deep breath, sit calmly next to them, lower our shoulders, etc. in an attempt to support students’ ability to regulate their nervous system.
3. **Notice & Name:** Notice & name the emotion you are seeing. “You’re disappointed,” or “I can see that you’re frustrated.”
4. **Acknowledge:** Next, quickly acknowledge what the child wanted or the unmet need. It is important to notice & acknowledge in quick succession of each other in order to support the student in developing the ability to link events with feelings. For example “*you’re disappointed, you wanted to keep playing on the swingset,*” or “I can see that you’re frustrated, *you were unsure about the answer to the math problem*”

It’s important to note that the antecedent or the feelings attached may be unknown by the educator. However, making a guess and allowing space to be corrected by the student can be just as useful. Just acknowledging that a student is having a challenging feeling can be validating, even when it takes several attempts to identify it. When a student provides a correction, i.e. “I’m angry, not sad;” continue without pause to reflect this back “oh, thanks for letting me know. Mary took the pencil without asking and you’re feeling really angry about it.”

PRACTICE! - 8 MINUTES

INSTRUCTIONS

Elevator Empathy

In pairs, complete the elevator empathy (page 11 in workbook) activity together.

Spend several minutes as a full group sharing possible responses to each of the scenarios.

LEARNING BRAIN - 20 MINUTES

INSTRUCTIONS

Putting It All Together

The process of DNA supports students to move out of a “survival brain,” into conscious awareness of their emotions. Once the student has shifted out of survival brain and into this awareness, it is time to support them in making a choice about what to do with that emotion. Offering choice and empowering students to have agency is an important piece of trauma-informed care and of teaching effective self management skills. Educators can do this in a number of ways and do not need to remove academic rigor in order to accomplish it. A choice might be “you can skip that question for now and come back to it later or I can help you with it now;” or “would you rather take the assignment to a quiet room to finish or join the rest of the class?”

It is important to note that for some students in a highly escalated state, the process to return to equilibrium can be a lengthy one. This is why it will be important to have a school-wide trauma-informed plan in place. An educator may be able to reduce escalation and notice that a student still needs time before they are able to return to academics. If this is the case, they may be offered an in-classroom option “i.e. you can take 10 minutes in the calm corner or at your desk with this mindfulness video” or an out of the classroom option “you can take 10 minutes in the calm room or sitting with Ms. Matias in the main office until you’re ready to return.”

Practice!

Participants will now practice joining all parts of the de-escalation process together. Divide participants into groups of 4-5. Each group will be given a set of cards--each representing a different part of the de-escalation process, as well as a set of scenarios.

1. **Survival Brain:** This represents the “D” in DNA. Simply describe the behavior you notice. This can be done verbally & non-verbally.
2. **Pause:** The process of coregulation. Practice taking a breath or doing other self-regulatory practices in order to be able to move through the next pieces calmly.
3. **Emotion Brain:** This represents the “N” & “A” of DNA. First notice & name the antecedent and then quickly acknowledge the feeling.
4. **Learning Brain:** The process of shifting back into conscious decision making. Offer a choice here that is aligned with your classroom/school’s values, norms, and expectations.

Instruct participants to each take one of the cards and to physically put themselves in order from “Survival Brain” --> “Pause” --> “Emotion Brain” --> “Learning Brain.” Ask for one person to read the scenario aloud to the group. Each person will then give a response from their part of the process. Rotate through roles until each member has been given at least one opportunity to practice in each.

Facilitators may wish to ask for four volunteers to demonstrate the activity in front of the full group before breaking off into small groups to practice.

Applying DNA to a Group

Expand on the topic of de-escalation by acknowledging that escalation is not reserved for individual students, but can also have a wider community impact. Educators can apply similar principals and strategies when responding to a group. When a group of students is escalated and/or impacted by a classroom disruption, educators can use this as an opportunity for modeling, utilizing DNA, and engaging the full group in a brief emotion regulation activity to return to a state of calm. An example of this might sound like: "Sam was upset so he left the class. I notice many of you moving around in your seats without pencils in your hands. You're probably feeling a bit distracted. Let's all take a minute to stand up at our desks and shake out our hands & feet."

CLOSING - 8 MINUTES**INSTRUCTIONS****Homework:**

Ask participants to identify students who show difficulty managing behaviors & often affect other students. These should not be the students who the educator has the most challenges with, but instead someone who falls in the middle. When practicing a new skill, it is usually helpful to do so in less intense scenarios before practicing in a higher stress environment. With the student(s) identified, find opportunities to practice the DNA process with them.

Check-Out:

In a circle, ask participants to share 1-2 words that describe how they are feeling about the learning done today.

FROM CHAOS TO CALM: HCS WORKSHOP 2-3 +

| Time | Title/ Description | Additional Info/Material |
|--------------------------------|--------------------------------------|--|
| 00:00 | Check-In | |
| 00:08 | Warm-up | <ul style="list-style-type: none"> • Questions for Discovery Handout |
| 00:18 | Structure & Individualize | <ul style="list-style-type: none"> • Poster Paper |
| IMPLEMENTATION STATIONS | | |
| 00:43 | Implementation Stations | |
| 00:43 | Map it! | <ul style="list-style-type: none"> • School Map • Writing Utensils • From Chaos to Calm Participant Workbook (pg. 4) • Poster Paper |
| 00:50 | Preventing Retraumatization | <ul style="list-style-type: none"> • From Chaos to Calm Participant Handbook • Sticky Notes • Poster Paper |
| 00:57 | Feelings Recognition | <ul style="list-style-type: none"> • Feelings Charts • Anger Iceberg • Non-Violent Communication Worksheets • Empathy Maps Instructions • Emotion Thermometers |
| 01:04 | Grounding | <ul style="list-style-type: none"> • Grounding Worksheet • Sensory Bin • Fruit or Candy |
| 01:11 | Empathy & Connection | <ul style="list-style-type: none"> • Assortment of colorful papers • Arts & Crafts Materials (markers, stickers, magazine cutouts, glitter, glue, etc.) • Envelopes |
| 01:18 | Mindful Breathing | <ul style="list-style-type: none"> • Mindful Breathing Worksheet • Mindfulness Video (optional) • Bubbles (optional) • Comfortable bolsters, yoga mats, pillows, etc. (optional) |
| 01:25 | Closing | |
| 01:30 | | |

DAY 2

CHECK-IN - 8 MINUTES

INSTRUCTIONS

Group Agreements

Briefly review group agreements.

Check-In

Ask participants to check-in today by sharing one way they have fostered joy or connection in their classrooms since the last time the group gathered.

WARM-UP - 10 MINUTES

MATERIALS

- Questions for Discovery Handout

INSTRUCTIONS

Ask participants to get into pairs. Each pair should decide who will share first and who will share second. The person sharing should share about any successes or challenges practicing the use of DNA between sessions. The person listening will utilize prompts from “Questions for Discovery,” to support their partner in their reflections, focusing on holding space rather than problem-solving or commiserating.

After five minutes have passed, instruct participants to switch roles.

STRUCTURE & INDIVIDUALIZE - 25 MINUTES

MATERIALS

- Poster Paper

INSTRUCTIONS

Set the intention for this workshop: In the previous session, the focus was on responding to individual students and supporting them in shifting from chaos to calm. Today’s session will extend the focus out from individual students to group and school-wide practice.

Briefly review the principles of trauma-informed care.

- Safety
- Trustworthiness & Transparency
- Peer Support
- Collaboration
- Empowerment & Choice
- Cultural Responsiveness

Assessing School Structure & Individualized Plans

For the first part of today's session, participants will engage in furthering assessment of school-wide trauma-informed practices. To begin, ask participants to self-select into one of the following groups:

1. Universal/School-Wide Structures
2. Classroom Structures
3. Individualizing Plans (IEP/Behavior Plans, Special Education specific issues)

Groups one & two will reference pages 5-6 in the participant handbook. Group three will reference page 9. Ask participants to collectively determine scores for each of the different practices.

After completing the assessment, each group should choose 3 items they would like to focus on improving individually or as a group.

Group Debrief & Discussion

- One spokesperson from each group share out 1-2 items identified as strengths of the school, and 1-2 areas identified as needing attention.
- What are other ways to assess?
- How could you gather student or staff (depending on role) feedback about when and how they feel the most ready to learn/work?

IMPLEMENTATION STATIONS

IMPLEMENTATION STATIONS - 0 MINUTES

INSTRUCTIONS

The remainder of the workshop today participants will be rotating through stations to practice using tools for teaching, modeling, and implementing SEL skills into classroom routine & structure.

As participants rotate through, consider the following questions:

- If you are a classroom teacher--how can you build time for these in the structure of your class? This could be through a daily practice, integrating into existing curriculum, or changing the physical set up of your room.
- If you work outside of the classroom--how can you support policies and procedures that directly address emotion regulation needs?
- If you are on leadership, how can you advocate for school structures that both support teachers and the greater school community in teaching and modeling emotion regulation as a standard practice, not an individualized approach?

Divide participants into up to six groups. Assign each group a starting location. Set a timer to go off every 7 minutes. When the timer goes off, ring a bell or give another signal for participants to rotate clockwise to the next station.

MAP IT! - 7 MINUTES

MATERIALS

- School Map
- Writing Utensils
- From Chaos to Calm Participant Workbook (pg. 4)
- Poster Paper

INSTRUCTIONS

Set-Up: Display a large, poster-size map of school--the map does not need to be detailed, but should include hallways, bathrooms, and outdoor spaces. Next to it, hang 2 poster papers--one labeled "strengths," and another labeled "opportunities for growth."

Map It!

1. Using page 4 of the workbook, place labels where certain triggers are most likely to occur throughout the school.
2. As a group, reflect on what the school is doing well, and where there are opportunities for growth. Record ideas on associated poster papers

PREVENTING RETRAUMATIZATION - 7 MINUTES

MATERIALS

- From Chaos to Calm Participant Handbook
- Sticky Notes
- Poster Paper

INSTRUCTIONS

Set-Up: Display poster papers with 5-10 circles with triggering situations (from pages 8-9 of participant workbook) written inside of them.

Preventing Retraumatization

Review together some of the common triggers listed on pages 8-9 of participant handbook. Using the sticky notes provided, brainstorm alternatives to some the common triggers and affix to poster papers.

FEELINGS RECOGNITION - 7 MINUTES

MATERIALS

- Feelings Charts
- Anger Iceberg
- Non-Violent Communication Worksheets
- Empathy Maps Instructions
- Emotion Thermometers

INSTRUCTIONS

Research has shown that simple verbal labeling of negative emotions can help people recover control when in distress. In one study by UCLA researchers, this is known as “affect labeling” where brain scan research shows that this labeling of emotion appears to decrease activity in the brain’s emotional centers, including the amygdala. This quieting of the emotional brain allows its frontal lobe (reasoning and thinking center) to activate and participate in the learning process.

1. Spend time reviewing the variety of activities provided here for teaching feeling recognition.
2. Discuss ways that you might integrate these tools into your classroom routine or curriculum.

BACKGROUND

Memarian, N., Torre, J., Haltom, K., Stanton, A., & Lieberman, M. (2017, July 19). Neural activity DURING AFFECT Labeling predicts expressive writing effects ON WELL-BEING: GLM and SVM APPROACHES. Retrieved from <https://academic.oup.com/scan/article/12/9/1437/3979177>

GROUNDING - 7 MINUTES

MATERIALS

- Grounding Worksheet
- Sensory Bin
- Fruit or Candy

INSTRUCTIONS

Set up: Create a sensory bin as a part of this station. Sensory bins can be made from anything, but generally include a variety of textures/sensations for touch. Sensory bins are commonly made from kinetic sand and hard items such as shells, rocks, or miniature figurines.

Next to the bin, set up single-serving candy and/or fruit.

Grounding is a particular type of coping strategy that is designed to immediately connect you with the present moment. Grounding is often used as a way of coping with flashbacks or dissociation associated with PTSD.

Grounding techniques often use the five senses—sound, touch, smell, taste, and sight—to immediately connect you with the here and now. For example, listening to certain songs, running hands under cold water, or chewing gum are all grounding techniques that produce sensations that are difficult to ignore and can be helpful distractions from distress.

1. With your team, play a game of “I Spy.” One person in the group, share your favorite color. Everybody--identify as many items as you can in that color around the room.
2. Using your sense of touch, spend time noticing what items in the sensory bin feel like. Are they warm or cold? Smooth or rough? Light or heavy?
3. Using all of your senses, taste a piece of candy or fruit. Before placing it in your mouth, notice its color, shape, size. Notice how it smells. Now place it in your mouth. Notice how it feels like on your tongue. Notice how it tastes.

EMPATHY & CONNECTION - 7 MINUTES

MATERIALS

- Assortment of colorful papers
- Arts & Crafts Materials (markers, stickers, magazine cutouts, glitter, glue, etc.)
- Envelopes

INSTRUCTIONS

Make a card for at least one family and/or student to express appreciation for something specific that you have noticed lately. If your role is primarily staff support, make a post card for a colleague. While creating the cards, think about the people who may not usually be noticed or appreciated in this way.

MINDFUL BREATHING - 7 MINUTES

MATERIALS

- Mindful Breathing Worksheet
- Mindfulness Video (optional)
- Bubbles (optional)
- Comfortable bolsters, yoga mats, pillows, etc. (optional)

INSTRUCTIONS

Set-Up: (optional) Pre-load a short mindfulness video onto a computer or tablet. Suggested YouTube channels to pull from are: MyLife, Headspace, The Mental Health Teacher, or Calm. Several of these also have associated apps that are free for use in schools.

When you experience a stressful event, your body automatically goes into survival mode. Your heart rate increases, your stomach stops digestion, and your breathing becomes more shallow.

The goal of calming exercises is to get oneself from “flight, fight or freeze” mode back to a peaceful neutrality. Deep breathing helps get more oxygen into the bloodstream, opening up capillaries. It has a physical effect on your body to help you calm and lower stress by regulating the nervous system.

Deep breathing does make a big difference. It is a tool that can be used anywhere, anytime! Other people will probably not even notice someone using this tool. Taking short quick breaths actually increases other feelings of anxiety (e.g. heart racing, dizziness, or headaches). Calm breathing will slow down breathing.

Practice! Using the mindful breathing worksheet, choose 2-3 different breathing exercises to try. If available to you, watch & follow along to one of the mindfulness videos.

CLOSING - 5 MINUTES

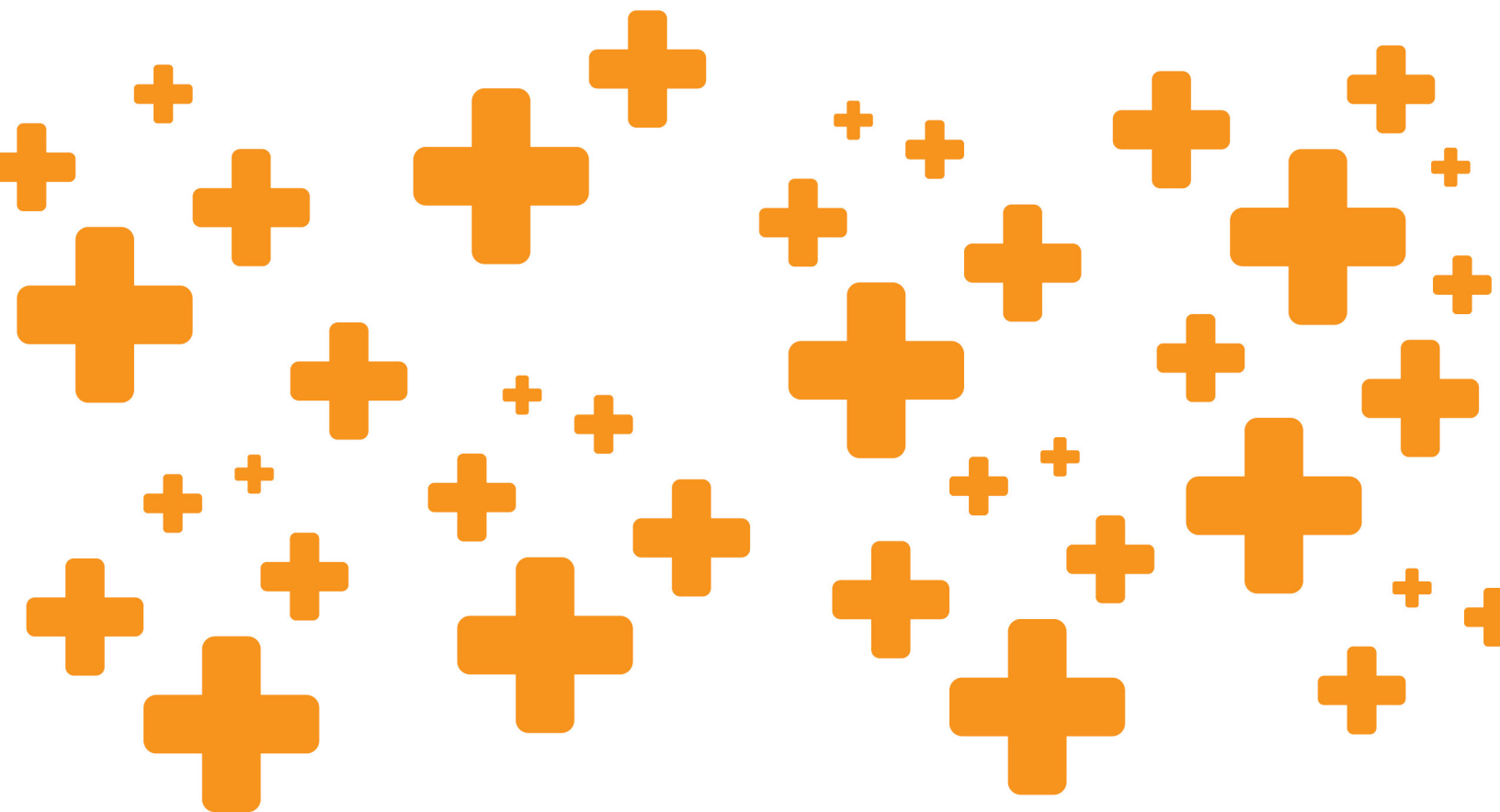
INSTRUCTIONS

Check-Out

In a circle, ask participants to share 1-2 strategies they plan to practice between sessions.

[From Chaos to Calm: HCS Workshop 2-3 Slide Deck](#)

HANDOUTS



MAP IT!

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MAKING MEANINGFUL CONNECTIONS

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SIX WAYS TO PRACTICE GROUNDING

with anxiety + intense emotions



body

lay on the ground,
press your toes into
the floor, squeeze
playdough



5 senses

wear your favorite
sweatshirt, use
essential oils,
make a cup of tea



self-soothe

take a shower or
bath, find a
grounding object,
light a candle



observe

describe an object
in detail: color,
texture, shadow,
light, shapes



breathe

practice 4-7-8
breathing: inhale
to 4, hold for 7,
exhale to 8



distract

find all the square
or green objects in
the room, count by
7s, say the date



THE GROWLERY

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed scared grief
shame tricked overwhelmed
frustrated depressed disgusted
distrustful grumpy stressed
attacked rejected
guilt trapped nervous
trauma annoyed exhausted
disrespected unsure envious
disappointed lonely offended
uncomfortable worried insecure
regret hurt

The Gottman Institute

How You Can Use the NVC Process



Clearly expressing
how I am
without blaming
or criticizing

Empathically receiving
how you are
without hearing
blame or criticism

OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

"When I (see, hear) . . . "

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

"When you see/hear . . . "

(Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

"I feel . . . "

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

"You feel . . . "

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

" . . . because I need/value . . . "

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

" . . . because you need/value . . . "

Clearly requesting that
which would enrich my
life without demanding

Empathically receiving that
which would enrich your life
without hearing any demand

REQUESTS

4. The concrete actions I would like taken:

"Would you be willing to . . . ?"

4. The concrete actions you would like taken:

"Would you like . . . ?"

(Sometimes unspoken when offering empathy)



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Some Basic Feelings We All Have



Feelings when needs are fulfilled

- Amazed
- Comfortable
- Confident
- Eager
- Energetic
- Fulfilled
- Glad
- Hopeful
- Inspired
- Intrigued
- Joyous
- Moved
- Optimistic
- Proud
- Relieved
- Stimulated
- Surprised
- Thankful
- Touched
- Trustful

Feelings when needs are not fulfilled

- Angry
- Annoyed
- Concerned
- Confused
- Disappointed
- Discouraged
- Distressed
- Embarrassed
- Frustrated
- Helpless
- Hopeless
- Impatient
- Irritated
- Lonely
- Nervous
- Overwhelmed
- Puzzled
- Reluctant
- Sad
- Uncomfortable

Some Basic Needs We All Have



Autonomy

- Choosing dreams/goals/values
- Choosing plans for fulfilling one's dreams, goals, values

Celebration

- Celebrating the creation of life and dreams fulfilled
- Celebrating losses: loved ones, dreams, etc. (mourning)

Integrity

- Authenticity • Creativity
- Meaning • Self-worth

Interdependence

- Acceptance • Appreciation
- Closeness • Community
- Consideration
- Contribution to the enrichment of life
- Emotional Safety • Empathy

Physical Nurturance

- Air • Food
- Movement, exercise
- Protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals
- Rest • Sexual expression
- Shelter • Touch • Water

Play

- Fun • Laughter

Spiritual Communion

- Beauty • Harmony
- Inspiration • Order • Peace
- Honesty (the empowering honesty that enables us to learn from our limitations)
- Love • Reassurance
- Respect • Support
- Trust • Understanding

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MINDFUL BREATHING FOR KIDS

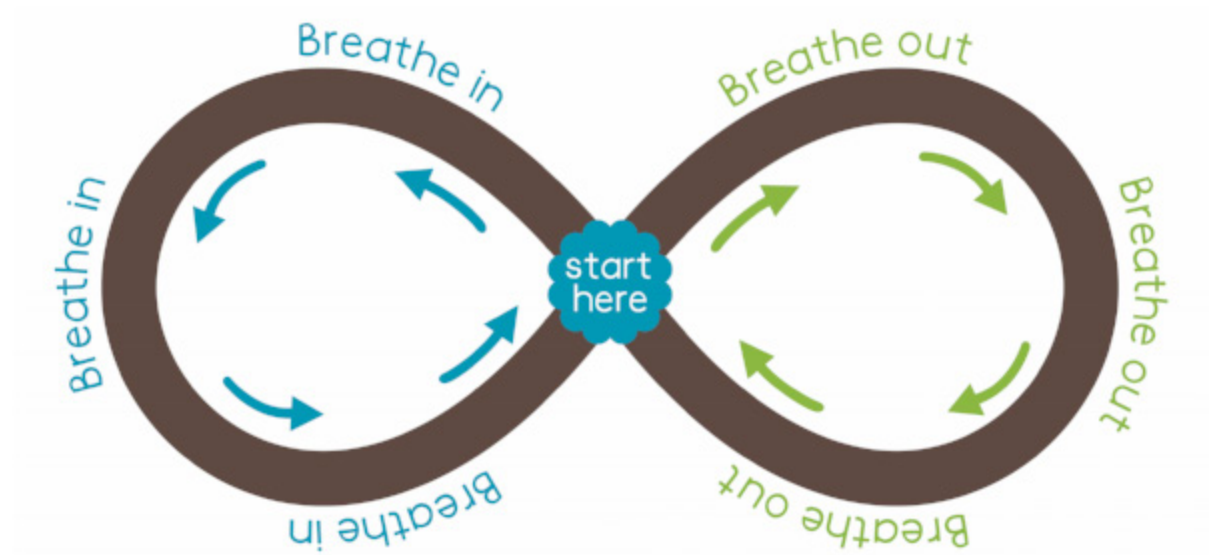
1. Starfish Breathing

In this practice, use the sensations of breathing and touch to settle your mind and body.

- Choose a hand to be your starfish. Extend this hand, palm out, with fingers spread like a starfish.
- Use the pointer finger from your other hand to trace the starfish as you breathe. Start at your thumb, and as you breathe in, trace up your thumb to the top. Do this carefully, so your movement matches your inhale.
- With your out-breath, trace down the inside of your thumb. Again, move slowly paying attention to keeping the breath and movement together.
- Continue breathing up and down each finger, matching your movement with your breath. As you breathe and trace, notice the sensations of movement in your body – your chest and belly moving in and out and your finger moving up and down.
- When you come to the base of your wrist below your little finger, rest for a moment. Check in with yourself. Notice how you are feeling without overthinking or judging.
- Try this again with your other hand.

2. Lazy 8 Breathing

- Start with the eight on its side and start in the middle
- Go up to the left and trace the left part of the 8 with your finger while you breathe in.
- When you get to the middle of the eight again, breathe out while you trace the right part of the 8 with your finger.



<https://copingskillsforkids.com/>

3. Darth Vader Breath

Breathe in deeply through your nose. Keeping your mouth closed, exhale while you make a “Darth Vader”-type noise in the back of your throat. If your student isn’t a huge *Star Wars* fan, you could also refer to this as “Ocean Breath” and describe the sound as the sound of the ocean.

4. Bubble Blowing

Using a toy soap bubble container and wand (available at any toy store), practice blowing bubbles. The breathing required for blowing soap bubbles is the same as what is used for calm breathing. Simply make sure to wait a second or two before blowing another bubble. Then practice “blowing bubbles” without a bubble wand.

5. Shoulder Roll Breath

Take a deep breath in through your nose and roll your shoulders up to your ears as you inhale. Breathe out through your mouth and roll your shoulders down as you exhale. Repeat slowly in a continuous movement of shoulder rolls, timed with the breath.

6. Mountain Breath

This breath can be done sitting or standing. As you inhale through your nose, raise your arms as high as you can and bring your palms together high over the top of your head. Imagine you are as tall as a mountain. As you exhale through your mouth, bring your palms together in front of your chest.

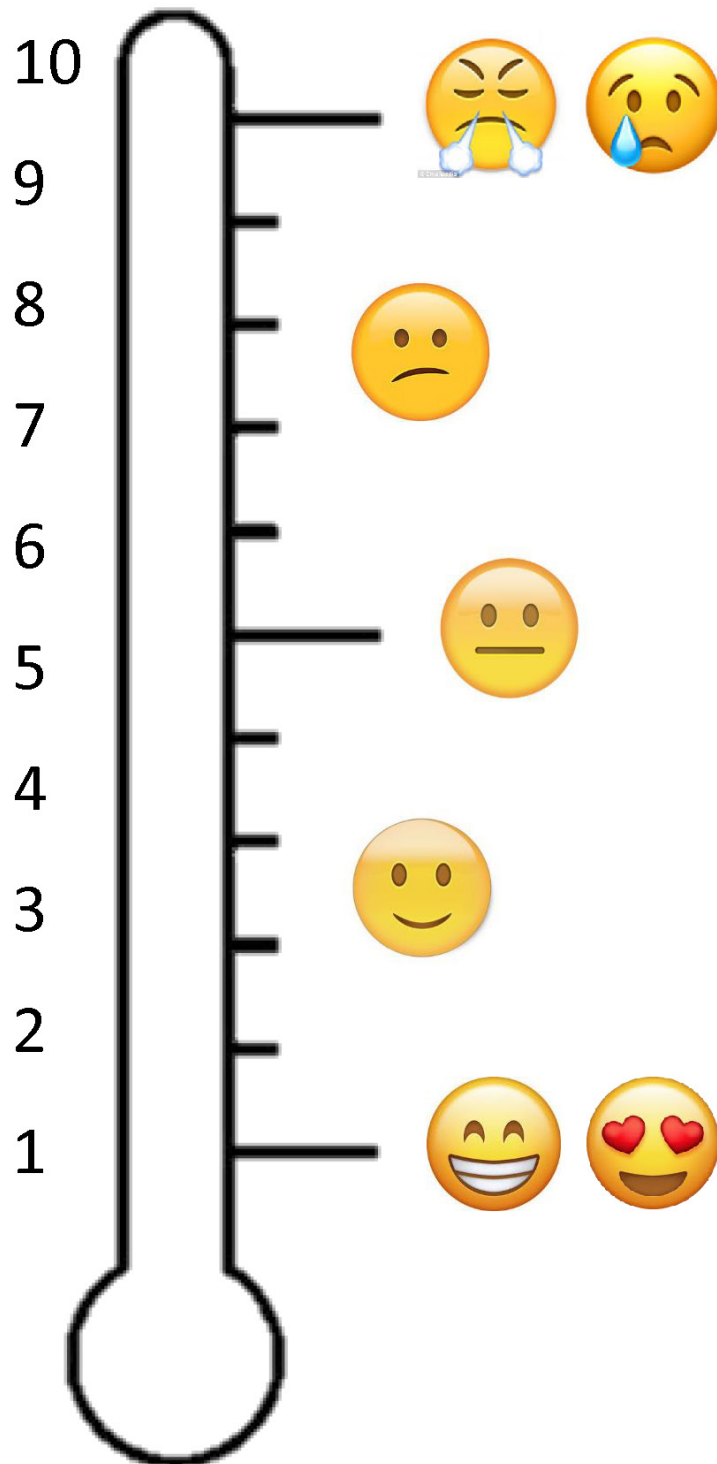
Download the From Chaos to Calm Participant Handbook:

www.schoolhealthcenters.org/wp-content/uploads/2022/01/From-Chaos-to-Calm-Participant-Handbook.pdf

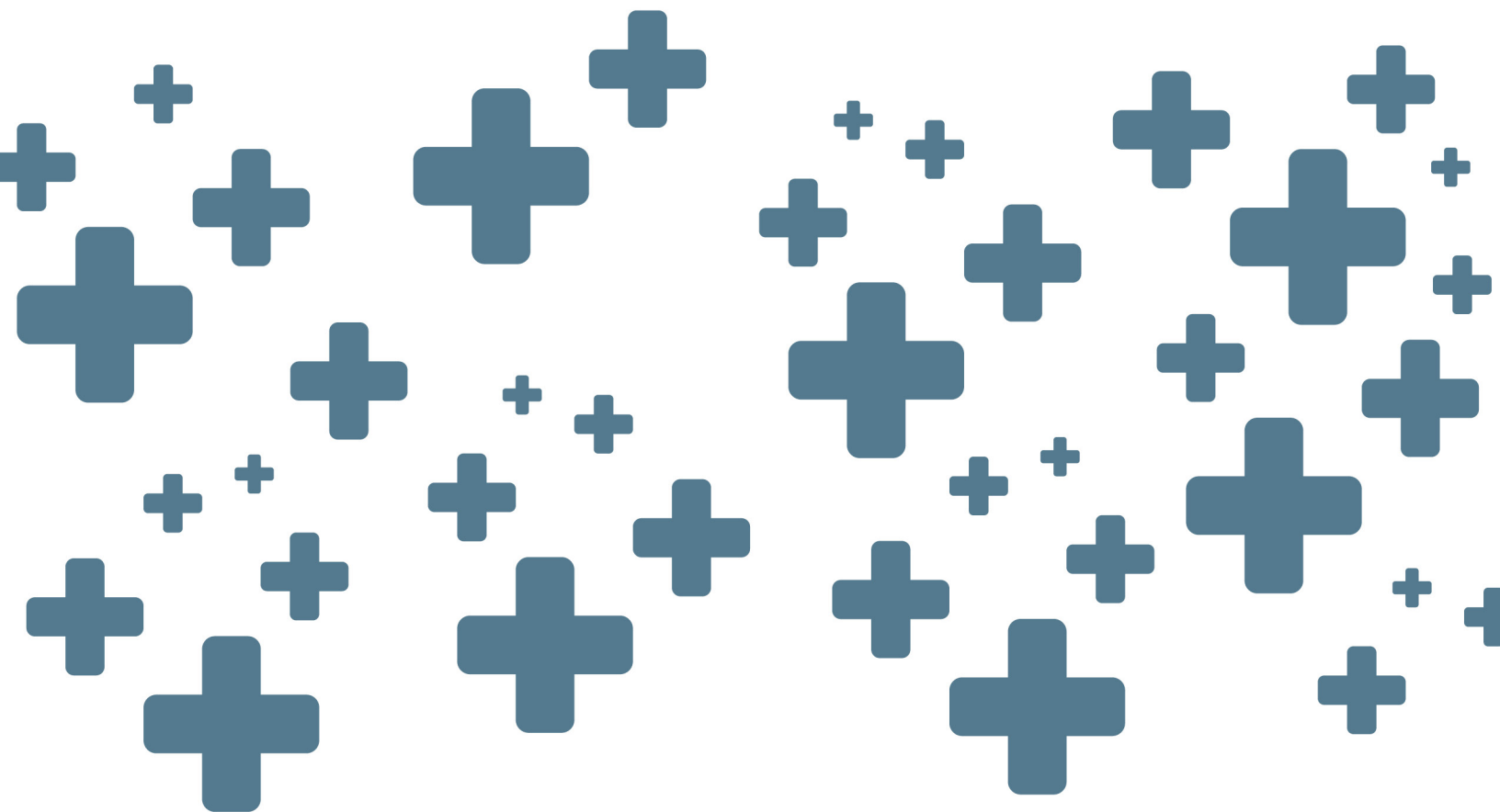
FROM CHAOS TO CALM

Healing-Centered School Participant Manual

Feelings Thermometer



SAFER SPACES: UNIVERSAL RESPONSE TO HIGH IMPACT EVENTS



SAFER SPACES: UNIVERSAL RESPONSE TO HIGH IMPACT EVENTS +

| Time | Title/ Description | Additional Info/Material |
|--------------------------------------|--|---|
| WELCOME & INTRODUCTION | | |
| 00:00 | Check-In | |
| 00:05 | Workshop Process | |
| 00:15 | Creating shared meaning | |
| 00:20 | Reflecting on Current Practices | <ul style="list-style-type: none"> • Poster Paper with labels “Before” “During” and “After/Recovery” (create 2 columns on each labeled “strengths” and “opportunities for change”) • Paper • Writing Utensils • Sticky Notes • Markers or Colored Pencils • Paper |
| 00:40 | Body Scan/Tension Release | |
| FROM PREVENTION-->RECOVERY | | |
| 00:45 | Prevent | <ul style="list-style-type: none"> • Facilitator Slides |
| 00:49 | Prepare | <ul style="list-style-type: none"> • Facilitator Slides |
| 00:59 | Intervene | <ul style="list-style-type: none"> • Facilitator Slides |
| 01:04 | Recover | <ul style="list-style-type: none"> • Facilitator Slides |
| IMPROVING SCHOOL PROCESS | | |
| 01:07 | Current Practices | |
| 01:14 | Mind Maps | <ul style="list-style-type: none"> • Poster Paper x3 • Markers |
| 01:52 | Closing | |
| 02:00 | | |

WELCOME & INTRODUCTION

CHECK-IN - 5 MINUTES

INSTRUCTIONS

Ask participants to check-in by responding to the prompt: “what gives you a sense of safety?” This might be a place, person, feeling, sensory experience, etc.

WORKSHOP PROCESS - 10 MINUTES

INSTRUCTIONS

Review Workshop Plan

A small portion of this session will be focused on reviewing principles of trauma-informed care and theoretical application to crisis response. The remainder of the workshop will be focused on assessing past successes and challenges, engaging in group brainstorms and collaborative thought processes, and drafting initial policy & practice recommendations meant to be discussed and considered in upcoming school decision making meetings.

Collaborative Process

The purpose of this workshop is to assess and begin the process of improving current policies & practices related to crisis/high impact events. In order to achieve this, the process will necessarily be highly participatory and collaborative.

Identify 5 volunteers willing to take on one of the following roles throughout the workshop:

- **Timekeeper:** Supports the group in maintaining the agenda and giving time updates as needed to help keep forward momentum.
- **Notetaker:** Records (through handwriting, typing, or taking photos of content) during session.
- **Facilitators x3:** During breakout groups, will take on the role of facilitating discussions/brainstorms.

Review confidentiality

In the process of evaluating current school policies and practices, specific examples of crises may be shared during the workshop. Pause here to review group agreement of confidentiality. Participants are encouraged to take key learnings from this session into future conversations with colleagues; however, the details of individual student and/or educator experiences should not be shared without explicit permission.

Participants should maintain the confidentiality of students/families by withholding names and identifying information when discussing past crises.

CREATING SHARED MEANING - 5 MINUTES

INSTRUCTIONS

Group Discussion

- What is a crisis?
- What are common crises that may be encountered on school campus?

Creating Shared Meaning

Slide 4: Review definitions that will be used during the workshop.

A **high-impact event** is a traumatic event that affects multiple people in the school community and significantly disrupts our coping and problem-solving abilities. It is typically sudden, unexpected, and threatening to sense of safety. It may create a sense of helplessness, hopelessness and vulnerability.

(example: a student fight, sudden loss in the community, school lockdown, etc.)

A mental health crisis is a non-life-threatening situation in which an individual is exhibiting extreme emotional disturbance or behavioral distress, considering harm to self or others, disoriented or out of touch with reality, has a compromised ability to function, or is otherwise agitated and unable to be calmed. *(example: threatening harm to self or others with no immediate access to means and not actively attempting to do so)*

A **mental health emergency** is a life-threatening situation in which an individual is imminently threatening harm to self or others, severely disorientated or out of touch with reality, has a severe inability to function, or is otherwise distraught and out of control *(actively attempting to harm others or self; if harm to others, is not better understood as a mutual conflict)*

REFLECTING ON CURRENT PRACTICES - 20 MINUTES

MATERIALS

- Poster Paper with labels “Before” “During” and “After/Recovery” (create 2 columns on each labeled “strengths” and “opportunities for change”)
- Paper
- Writing Utensils
- Sticky Notes
- Markers or Colored Pencils
- Paper

INSTRUCTIONS

Case Examples

Distribute paper, writing & art supplies, and sticky notes around the room.

Invite participants to bring to mind a high impact situation they have been affected by either directly or indirectly. Slowly move through the following questions--they may wish to write their responses or to draw what comes to mind.

- What do you remember about the event? Who was there? What was happening? Where were you? When did it happen?
- How did you feel? How did you respond?
- How did others respond?
- How did it impact you immediately afterward? Has it had any prolonged impact?
- Reflecting back, what do you feel went well?
- What, if anything, helped you feel safe and supported?
- What do you wish has gone differently?
- Knowing what you now know about trauma, do you think the intervention was trauma-informed?
- Did the response to the needs of all of those immediately impacted (students, staff, families, bystanders/witnesses, etc.)?
- Are there lingering impacts of the event?

Ask participants to reflect on the exercise and identify strengths and/or opportunities for change that they notice in their example for each part of the event.

Instruct participants to write these responses on sticky notes and affix to the corresponding poster sheets--before (preparation), during (the immediate intervention), and after (the debrief or follow-up response).

Allow participants time to move around the room to view completed poster papers.

Group Debrief

- What was it like to spend time reflecting on previous high impact events?
- What patterns, if any, do you notice at any phase of your school's response to high impact events?
- What comes to mind as a priority area for improving processes related to preventing & responding to high impact events?

BODY SCAN/TENSION RELEASE - 5 MINUTES

INSTRUCTIONS

Using the script below, guide participants through a brief mindfulness exercise. This is done to support group participants' ability to release any tension or anxiety that may have come up while recalling previous stressful events.

Find a comfortable position on your chair. Take a deep breath and plant your feet flat on the floor, really FEELING your feet in contact with the ground underneath you. If it feels safe to do so, gently close your eyes, or just soften your gaze. Take a few more deep breaths like this for a moment [pause].

Bring your awareness to your toes. Scrunch them up, and then release. [pause] Now relax your ankles [pause], calf muscles [pause], knees [pause] and thigh muscles [pause]. Let any distracting thoughts you may have float up and away from you in an air bubble and bring your attention back to your breath [pause].

Next, relax your buttocks [pause], pelvic area [pause] and begin to notice any tension you may have in your back. Breathe deeply in, and as you breathe out, slowly relax and release any tension you may have in your back. [pause]

Bring attention to your shoulders. Lift them up near your ears and then release completely. [pause] Relax your neck and jaw muscles. Take a deep breath in, and as you breathe out let go of any tension you're holding in your neck and jaw [pause]. Notice the space between your eyebrows--scrunch your face and then let it relax [pause].

Finally, bring your attention to the top of your head [pause]. I'd like you to hunch your shoulders up one last time and as you release your shoulders, any remaining tension can sink down and flow out of you [pause].

Take a few more deep breaths and slowly return your attention to the room when you are ready.

FROM PREVENTION-->RECOVERY

PREVENT - 4 MINUTES

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 4: Prevention is a key component to an effective crisis plan. Prevention occurs both indirectly (for example: building strong relationships with families and students; utilizing classroom management strategies that improve student sense of physical and emotional safety; developing trusting relationships with colleagues) and directly (for example: screening for possible mental health concerns; holding school conversations about specific behaviors or experiences; training all staff in trauma-informed practices).

Examples of prevention practices are

- Universal trauma-informed school practices
- Addressing specific topics that may lead to school crises (bullying, violence, fights, substance abuse, domestic violence, suicidality, depression)
- Implementing Primary Prevention Models (PBIS, personalized learning, comprehensive school-based mental health)
- Providing universal mental health screening
- Collaborating between school & community mental health
- Developing staff training programs

Group Discussion:

What are universal strategies that might support a reduction in retraumatization and/or potential for trauma re-enactment on your school's campus?

PREPARE - 10 MINUTES

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 5: It is important to be prepared for possible crises that may occur on campus or around the school community. *Crisis planning should not take place in the midst of an actual crisis.* The following strategies support schools to quickly deescalate and respond to the needs of all impacted members of the community when a high impact event occurs

- Create school mental health crisis planning & response team
- Establish clear protocols & practices for before, during, and after
- Identify psychologically vulnerable students and staff
- Schedule exercises or drills
- Annual training of staff on procedures, practices, policies, and protocols, as well as training and orientation of new staff

Slide 6: Factors to consider when developing tiered plans for response to high impact events include: severity of the event, the number of individuals involved, and the type of high impact event that occurred.

Slide 7: There are a number of variables that impact the likelihood of community members sustaining an acute post-traumatic stress response. These should be considered and attended to when developing school-wide plans for response and recovery.

- Event predictability
- Type of disaster (natural vs human made crisis)
- Source of injury/threat (accident v assault)
- Presence of fatalities
- Quality of immediate response
- Physical/Emotional proximity to the crisis event
- Personal trauma history
- Recency of other crises
- Resources
- Timing
- Recovery (Debrief, time to tell one's story, level of support)

Slide 8: As participants begin to brainstorm policy and practice recommendations, attention should be paid to the following areas of impact:

- Emotional
- Cognitive
- Physical
- Relational
- Behavioral

INTERVENE - 5 MINUTES

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 9: In the event that a crisis does occur, trauma-informed intervention seeks to re-establish safety and security while minimizing risk of harm to the individuals involved as well as bystanders. Strategies for effective intervention include:

- **Self Regulation:** Focus on your own emotion regulation in order to support everyone involved to return to equilibrium
- **Manage the environment:** *Remove potential hazards, clear area of audience/"bystanders," identify escape routes, identify unsafe areas, separate from the trigger if possible*
- **Maintain nonjudgment & empathy:** *Utilize DNA model, offer empathy, avoid blaming or confronting those engaged in harmful behaviors. For example rather than stating: "you're being disrespectful. You're unsafe," name the behavior instead "punching someone is unsafe."*
- **Avoid unnecessary triggers**
- **Respect Personal Space:** *Unless the situation is an emergency requiring hands on intervention (which should be done by someone trained in this type of de-escalation), maintaining a distance of 1.5-3 ft (close, but not right next to) prevents immediate confrontation & reduces risk for escalation, increases chance of nonviolent de-escalation, and allows space for maintaining one's own self-regulation*
- **Practice co-regulation & use calm voice**
- **Ignore power struggle**--don't argue or try to reason, don't become defensive
- **Set limits clearly & concisely:** *for example "set down the scissors." "you are doing a great job calming down, if you run down the hallway again, I will follow you to make sure that you're able to stay safe." "it's ok to use your words to tell me how angry you are, but I won't let you push me."*
- **Allow for silence:** *As all involved are calming down, resist the urge to jump into reasoning/ conversation. Allow for silence and extended time for emotion regulation*
- **Offer options**
- **Work as a team**
- If student is able, to allow them to choose an available safe adult advocate/responder

RECOVER - 3 MINUTES

MATERIALS

- Facilitator Slides

INSTRUCTIONS

Slide 10: Recovery from a high impact event is just as important as immediate intervention and is often the phase of crisis response that is overlooked. It can be challenging to hold space for recovery after the escalation moment has passed. However, without attending to the lingering impact of the event, relationships remain unstable and the potential for additional harm exists.

Recovery plans consist of:

- Repairing relationships, rebuilding connections
- Clarifying chain of events, identifying the trigger
- Developing a follow-up care plan for all impacted
- Teaching new skills, helping student practice new behaviors if the crisis related to student behavior
- Debriefing & providing support to impacted staff

IMPROVING SCHOOL PROCESS

CURRENT PRACTICES - 7 MINUTES

INSTRUCTIONS

Small Group Discussion

In groups of 3-4, discuss current school policies & practices.

Consider the following questions:

- Are they trauma informed?
- Who is currently included in protocol (responders and those impacted)? Who is missing that should be included?
- Do they identify impacted students & staff and provide a clear protocol for responding to them during AND after the event?
- Are they clear & easy to understand? Is everyone on campus appropriately trained for their role?

MIND MAPS - 38 MINUTES

MATERIALS

- Poster Paper x3
- Markers

INSTRUCTIONS

Divide participants into three groups--each with one of the pre-designated facilitators in it. Provide each group with a poster paper and assortment of markers.

Explain that the group brainstorming process will consist of a process called Mind Mapping. During the process, participants will freely brainstorm ideas for how to improve the current response system.

Give the following instructions to the group:

1. Start with a blank page. Make sure the sheet is in 'landscape' mode, so the long side is towards you.
2. In the middle of the sheet, write your central topic. Group 1--"High Impact Event," Group 2--"Crisis," and Group 3--"Emergency." This central concept is what the map is all about.
3. Considering the information covered today and in previous workshops, brainstorm policy and practice recommendations. Consider aspects of prevention, preparation, intervention, and recovery.
4. As you brainstorm, add your information by creating a radial map. This means the information starts in the middle and is added towards the outside of the sheet. Create branches around the central topic to include subtopics. For example--a subtopic could be "administration" or a subtopic could be "prevention"

Participants are encouraged to brainstorm without limits. Include all ideas throughout the map. Do not spend too much time considering feasibility or cost. Instead freely allow yourselves to consider what an ideal school response might include.

*Set a 12 minute timer. When the timer goes off, instruct **facilitators to remain at their initial paper and for the rest of the group to rotate clockwise.** Repeat the brainstorming process two times until each group has spent time with each topic.*

CLOSING - 8 MINUTES

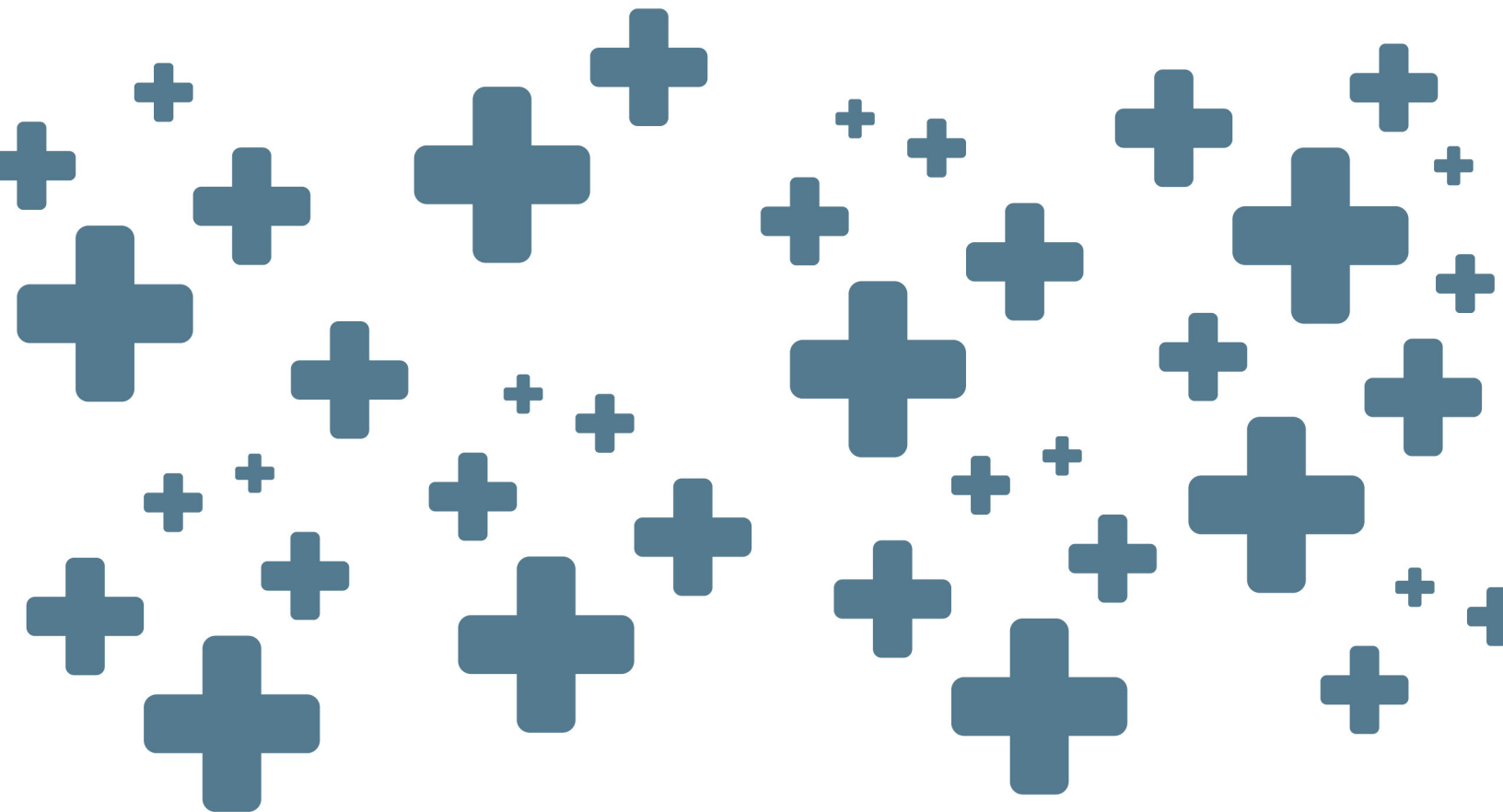
INSTRUCTIONS

After the session, the workshop facilitator or another designated person should transcribe content of mind maps into one document to be shared with the school leadership team. Ideally, a member(s) of the leadership team have been involved in this workshop and process and will be able to support in moving recommendations forward. It may be useful to create a live document where participants can add and/or edit to ensure accuracy of transcription.

Group Debrief

- What next steps exist toward evaluating and applying recommendations into real change on campus?
- What is your one action you personally can take toward improving your school's response to high impact events?

HANDOUTS



Policy recommendations have been developed by multi-disciplinary team of trauma-informed leadership on campus. Team includes members of senior leadership team, family engagement team, general education and special education educators & specialists (speech therapists, mental health clinicians).

Definitions:

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Recommendations for Prevention & Preparation:

- Clearly defined mental health crisis team. This could be the same people or a large team of people who can be dispatched to work together in crises.
 - Team should always include: officer of the day or Campus supervisor + mental health clinician
 - In the event that the situation can not be immediately transferred to mental health clinician for care//escalates to a mental health emergency, team may also include: SpEd case manager, admin, security, school police
- Training needs:
 - All staff: annual training on crisis protocol
 - Annual training on Mandated Reporting: Beyond the online training (the specifics of how & when to make reports to CPS & where to file the written copy once submitted)
- Protocols in place for specific types of emergencies
 - Bomb threat
 - Natural disaster
 - Death of immediate community member
 - Interactions with Police/Emergency Personnel

Recommendations for Intervention:

- School first responders:
 - Critical Incident: Any staff member may be initial responder
 - Crisis: campus supervisor & on-call mental health clinician as first responder, immediately activate mental health triage & transfer care to mental health
 - Clinician. (Police are not contacted unless/until mental health assessment is complete and imminent risk is determined)
 - Emergency: 911 as first responder. Once emergency personnel contacted, activate crisis team including mental health clinician. If student has IEP, contact case manager to gather any specific diagnoses or needs to be relayed to emergency responders.

Recommendations for Recovery:

In all crisis situations, we recognize the potential impact of trauma on students and staff. How we respond after the immediate crisis has passed impacts our school climate, culture, and sustainability. Follow-up care mitigates the risk of long-term negative impacts.

For all high impact events, a communication plan should be in place. Recommended plan is as follows:

- Short debrief with staff member closest to the situation to identify affected community members who may need follow-up support
- Within 24 hours: offer debrief & support to impacted staff members (not mandatory for the person receiving support, but should be mandatory that it is offered)
- Within 48 hours, follow-up plan for students impacted. This will vary depending on nature of the event and could include, individual check-ins, referral for mental health support, classroom and/or small group RJ process
- As soon as possible, communicate to students' teachers any follow-up support needs.
- Recognizing the privacy rights of students, this may be brief, but should include the point person for any follow-up support needs of the student and who the teacher can consult with if needed.

Other Recommendations:

- Offer short break to teacher who is first responder to a high impact event
- Regularly scheduled *optional* community space to ask questions, get support related to any recent high impact events
- Develop way to inform of police presence on campus and/or protocol related to police on campus
- Communication plan for families: How do teachers/staff know that parent has been informed? Is there a script for what to say when a student has a mental health emergency on campus?
- When mandated report to CPS is needed, who can teachers get support from while still maintaining students' confidentiality? (buddy/mentor system)
- Crime Alert Communication Plan (for incidents not happening on campus, but in the surrounding community during/around school hours)

- Training/plan for how to respond to cyber-bullying, rumors, social media issues
- Flow charts
- Training for all staff on how to recognize a behavioral issue as a mental health crisis and how to support students with specific disabilities
- More advisory support + mentorship

Desired Outcomes:

- Improved safety
- Improved culture of trustworthiness, transparency, and support related to vicarious
- Trauma
 - Decrease in staff turn-over
- Improved collaboration between school & mental health teams
- Improved relationship with law enforcement + decreased need for law enforcement
- Decreased re-traumatization/occurrence of multiple incidents



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