SELF in Schools: Problem Solving through the Sanctuary Model

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ANDRUS
WHO ARE WE?

• ANDRUS
• Private, social sector
• Mission: ANDRUS nurtures social and emotional well-being in children and their families by delivering a broad range of vital services and by providing research, training and innovative program models that promote standards of excellence for professional performance in and beyond our service community.
• Mental Health Division: clinic-based & school-based clinical services in Yonkers, White Plains & Peekskill, NY
In a nutshell.....Sanctuary is a treatment and organizational change model that integrates trauma theory with the creation of therapeutic communities which provide safety for both clients and the staff who work with them.
A belief that adversity is an inherent part of human life, and that many of the behaviors that lead clients to care are directly related to those experiences – and that people and groups of people can heal from those experiences.

A perspective that asks: “what’s happened to you?” rather than “what’s wrong with you?” when organizing goals and assessing strengths and challenges.
THE FOUR PILLARS OF SANCTUARY

TRAUMA THEORY
SANCTUARY COMMITMENTS
S.E.L.F
SANCTUARY TOOLKIT
How are you feeling?

What is your goal?

Who can you ask for help?
“What's wrong with you?”

TO

“What happened to you?”
Sanctuary Beliefs

#1 Adversity is Universal
#2 What’s Happened?
A way of organizing complexity

Dynamic and nonlinear

Phases you move in and out of, not stages you climb

An accessible language

Gets everyone on the same page

Applicable to children, adults, families, staff and organization
DOMAINS OF SAFETY

SOCIAL

MORAL

PSYCHOLOGICAL
<table>
<thead>
<tr>
<th><strong>PHYSICAL SAFETY</strong></th>
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<tbody>
<tr>
<td>No violence to others in any form: physical, emotional, verbal, or sexual</td>
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<tr>
<td>Absence of self-destructive behavior and/or bullying</td>
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<tr>
<td>Absence of substance abuse</td>
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<td>Healthy, safe, relational behavior</td>
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<tr>
<td>Avoidance of risk-taking behavior</td>
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<tr>
<td>Good health practices</td>
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<td>Healthy, nonviolent disciplinary practices</td>
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PSYCHOLOGICAL SAFETY

- Self-protection
- Self-knowledge
- Self-efficacy
- Self-esteem
- Self-empowerment
- Self-control
- Self-discipline
Education and social experience create healthy neural networks between the frontal lobes and subcortical emotion centers, primarily the amygdala.

Education is a critical influence on strengthening neocortical control and self-awareness.

Teaching can facilitate the process of neural integration by strengthening pathways that lead to the integration of affect, language and cognition.

Subject matter is important, but the manner in which it is taught is just as important.
Safe attachments

Safety in the classroom, gym, lunchroom, recess

Exercise of responsible authority

Social responsibility
Nature and quality of teacher-child and peer-peer social and academic interactions impact brain development, attention and learning.

The nature of social and educational interactions play an active role in shaping brain growth.

Brain development is highly malleable and strongly impacted by experience.

Experience throughout childhood leads to the strengthening and integration or the fragmentation of neural networks.
“Everything I Ever Needed to Know, I Learned in Kindergarten” by Robert Fulghum

- Share everything
- Play fair
- Don't hit people
- Put things back where you found them
- Clean up your own mess
- Don't take things that aren't yours
- Say you're sorry when you hurt somebody
- Wash your hands before you eat
- Flush
EMOTIONS

Giving words for feelings: Mad, Sad, Scared, Glad, Shamed

Neither expressing nor suppressing, but managing

Trading in actions for words
Children who show the most impulsive and aggressive behavior have the least access to verbalizing and discussing their emotions.

Curricula focused on the emotional domain can lead to significant changes in both level of emotional awareness and behavior.

Attending patiently to children’s emotions and their effects as a central part of classroom processes will lead to improved personal and academic outcomes.
Grieving
Saying goodbye
Refraining from Reenactment
Moving on / Transfers
Suspensions, Expulsions
Graduations
Changing trajectories
New attractors
Different choices
Imagination
Vision
Creativity
Fun
Assessing child functioning
Planning for behavioral interventions
Responding to problems/conflicts in the classroom
Evaluating classroom functioning
Managing expected and unexpected changes
For Jocelyn to stay safe she was to keep calm

For emotional management Jocelyn did physical activity

Jocelyn grieved the loss of her mother

In the future, Jocelyn will become an English Professor
Geometry (turn shapes into a safe house)
Managing successes and losses (stock market)
Subtraction, symmetry, division
Plan out future salaries
Class constitution (contract for safety)

Identify feelings of historians and moments in history

Holocaust, slavery, fallen societies, etc

How does history affect the future?
We the students and staff of Ms. Connally’s class in order to form a **safe** environment, which allows us to more effectively **manage our emotions**, to address our issues of **loss**, and prepare for the **future**, agree to commit to the terms of this constitution. We will be present and attentive during all lessons and activities. We will be honest and practice **sportsmanship**. We are committed to being **safe**. We will care for ourselves and others in our community. We will commit to the goals that we make. We will work together in our community by letting go of problems and moving on. We will work to establish justice, secure liberty to ourselves under the guidance of the Sanctuary model and establish this Constitution for the members of Ms. Connally’s class.
S.E.L.F. & ELA

S - Writing assignments
E - Explaining the emotions of an author of a poem, book or play
L - Characterization (Outsiders, Othello), letter writing
F - Future Family tree (future starts w/ you)
S.E.L.F. & SCIENCE

Rules

Emotions and behavior (ex. Burned by a beaker)

Rockets

Science Fair
Judging Amy: "Monique has been acting out...."
S.E.L.F.

Safety

Future

Emotion

Loss
BE THE CHANGE YOU WANT TO SEE IN THE WORLD!!

Thank you for committing to your team and GOOD LUCK!!

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here, lemme help u smile