Fostering Professional Resilience and Social Emotional Wellness

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Your breathing is your greatest friend. Return to it in all your troubles and you will find comfort and guidance.

Buddhist Proverb
Opening Activity

Using A Breathing (Hoberman) Sphere

(Yoga Calm for Children: Educating Heart, Mind, and Body Book by Jim Gillen and Lynea Gille)
Elbow Partner Discussion:

- How does your body feel?
- Did you notice a shift in your mood?
  - Are you calmer?
  - Do you feel relaxed?
  - Has some of your tension or anxiety been reduced/eliminated?
- How do you see using this in your workplace?
Workshop Goals:

• Acknowledge the impact of our helping profession work

• Give voice to better understanding how our day-to-day experiences shape our responses to work, life & others

• Engage in practical strategies to name & claim our need for balance & health
There are many positives that come from working in a K-12 environment.
We face daily challenges working in a K-12 environment.
What challenges are there in sustaining a positive, intentional presence in my workplace?
Racing ACEs if it’s not racially just, it’s not trauma informed

Adverse Childhood Experiences*

Historical Trauma/Embodiment of Oppression

Racing ACEs

Adverse Childhood Experiences

Historical Trauma/Embodiment of Oppression

Adverse Childhood Experiences

- Social, Emotional, & Cognitive Impairment
- Adoption of Health-risk Behaviours
- Disease, Disability, and Social Problems
- Early Death

Burden of Dis/ease for POC

- Coping (risk - embodiment and exposure to structural racism and white supremacy)
- Allostatic Load, Disrupted Neurological Development, White Fragility, Grief & Rage of POC
- Social Identity Threat, Micro and Macro Aggressions, Complex Trauma, ACEs
- Structural Racism, White Supremacy
- Social Devaluation of People of Color
- Intergenerational Transmission of Trauma
- Historical Trauma

Implicit bias, epigenetics

Trauma and Social Location

*https://www.cdc.gov/violenceprevention/acestudy/
Adapted by RYSE, 2016
Types of Stress & Trauma
Adapted from: [http://www.samhsa.gov/trauma-violence/types](http://www.samhsa.gov/trauma-violence/types)

- Bullying, Harassment and Intimidation
- Abandonment, Neglect
- Emotional, Physical & Sexual Mal-treatment or Abuse
- Domestic Violence
- Community Violence (e.g. gang aggression, interracial aggression, police & citizen altercations, destructive individual & group violence)
- Natural or manmade disasters
- Historical trauma (e.g. cumulative emotional and psychological wounding as transmitted across generations resulting in unresolved grief)
- School Violence (e.g. assaults, shootings, accidents interpersonal violence among students, suicide)
Window of “Stress Tolerance”

**BASELINE LEVELS OF STRESS...**

Dr. Becky Bailey
Trauma Informed Schools Conference 2016
Conscious Discipline Building Resilient Classrooms
Everyday Triggers

• Something that challenges our belief systems

• Preconceived notions – rigid thinking of how one should behave, what should happen or who should be doing something

• Anything that activates the perception of threat or false messages on our emotional view of self
There is a cumulative impact to immersing ourselves in other people’s stress & trauma.
Helping Profession Stress

• Compassion Stress
  • The stress resulting from wanting to help a suffering or traumatized person

• Compassion Fatigue (Secondary Traumatic Stress)
  • A state of exhaustion and dysfunction biologically, physiologically, and emotionally as a result of prolonged exposure to compassion stress (Figley, 1993)
  • “The weariness that comes from caring” (Johnson, 1997)

• Compassion Satisfaction
  • A powerful sense of satisfaction with the stress/trauma work; development of personal strengths as a result
Who Is Vulnerable to Compassion Fatigue?

- Helpers who are empathetic
- Helpers who have experienced some painful or traumatic event(s) in their own lives which are unresolved, and in turn, activated by similar reports of pain/trauma in others
- Helpers who work directly with the painful/traumatic experiences of children
- Helpers who take care of others and often neglect or are unaware of their own feelings and needs
Continuum of Compassion Fatigue

Mild  Moderate  Severe
The Gas Gauge Analogy

Where are you?
The Power of Self Care

• Physical
• Emotional
• Psychological
• Social
• Financial
• Occupational
• Spiritual
Workplace Self-Care

• Clear communication
• Balance, boundaries & limits
• Seek support; Ask for help
• Strategies for future coping
• Job commitment/satisfaction
• Frequent replenishment (breaks, vacations)
• Celebration, laughter & humor
• Let go!!
Self-Care & Social Emotional Competence (SEC)

Collaborative for Academic, Social & Emotional Learning (CASEL) - [https://casel.org/what-is-sel/](https://casel.org/what-is-sel/)
Creating Your Own Plan

I commit to the following self-care strategies:

Physical – Things I do to improve my body.

Emotional – Things I do to deal with my feelings in a healthy way.

Intellectual – Things I do to improve my mind.

Social – Things I do in relation to others and the world around me.

Financial – Things I do to spend and save responsibly.

Occupational – Things I do to find satisfaction in my work.

Environmental – Things I do to occupy positive places & spaces.

Spiritual – Things I do to gain perspective on my life.

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We Can Take Care Of Ourselves By Deeply Breathing & Choosing Our Actions

Without consciousness  STIMULUS → REACTION

With Consciousness  STIMULUS → PAUSE → RESPONSE

SOURCE: Conscious Discipline Building Resilient Classrooms
Dr. Becky BailEy (p.10, 89-92)
Resilience

• The capacity to rise above adversity and to forge lasting strengths in the struggle. It is the means by which children/adults can rebound from hardship and emerge as strong, healthy individuals, able to lead gratifying lives, albeit with some scars to show for their experiences.

- Stephen and Sybil Wolin
“One of the most calming and powerful actions you can do to intervene in a stormy world is to stand up and show (know) your soul. Struggling souls catch light from other souls who are fully lit and willing to show it.”

- Dr. Clarissa Pinkola Estes
Thank You!

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