ABC’s of Averting Burnout by Understanding SELF, ACES, and Microaggression

Thursday September 20 Track School Climate and Universal Health Promotion

Conference Session 7.4 from 12:45 to 1:45pm
22nd Annual Conference on Advancing School Mental Health (October 19-21, 2017 in Washington, D.C)

Presenters
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- Philadelphia School District, Philadelphia, PA
Introductions

Thanks for coming!

YOUR participation makes this presentation GREAT!!!

PLEASE SIGN IN - IF YOU DIDN’T GET A HANDOUT WRITE IN “YES”
ABC’s of Averting Burnout by Understanding SELF, ACES, and Microaggression

Goals for Today
Would you like to go to work and feel effective, well-adjusted, and not experience burnout?

This session is for you!
Burnout is a real and significant problem in schools and is not limited to teachers.

This session will address the root causes of burnout by increasing participants’ engagement to improve communication and connectedness through trauma-informed practices.

Mindfulness-Based Stress Reduction coping strategies will also be practiced by participants.
Thank you to Dr. Cheryl S. Al-Mateen, MD, DFAPA, DFAACAP, Professor of Psychiatry and Associate Professor of Pediatrics, Virginia Commonwealth University for sharing slides on UNCONSCIOUS BIAS, MICROAGGRESSIONS, MACROAGGRESSIONS.
ABC’s of Averting Burnout by Understanding SELF, ACES, and Microaggression

Learning Objectives
1. Participants will be able to define the terms SELF, ACES and Microaggression and how they relate to trauma informed practice.
2. Participants will discuss in small group format, cultural barriers to effective collaboration with school staff by engaging in clearer communication styles that avoid microaggressions that can be applied to everyday school situations..
3. Participants will be able to incorporate strategies into everyday practice to avert potential burnout risk for themselves and thus experience improved productivity and health.
Introductions

Turn those &*$%.....Cell Phones Off !!
Please Don’t take photos (CSMH RULE)
This PowerPoint will be available on the CSMH website- so no worries
Handouts are for your information
Flip Chart is the Parking Lot
Issues we will get back to at the end
A Sad Story...
Teacher job satisfaction plummets
62% percent of teachers feeling “very satisfied” in 2008 ---39% by 2012

Absenteeism: Health Issues and Staff Turnover

Increased Risk of Depression and Possibly Suicide for Students


The Yo Yo Effect of Trauma

Your Student
Under performs  How do YOU feel?
Acts Out

ABC’s of Averting Burnout by Understanding Trauma & SELF, ACES, and Microaggression

The Yo Yo Effect
You feel:
Worried
Angry
Isolated

Student Shuts Down
Burned out
What is Trauma?

An experience that is a Threat to safety or security
Mandate to report
Physical abuse
Sexual abuse
Neglect
Emotional abuse (Microaggressions)
What is trauma?

- Significant Negative Impact
- Food insecurity
- Unsafe school/neighborhood
- Witness a dead body/shooting
- Death of Family or Friend
- Caregiver uses drugs or alcohol
- Caregiver incarcerated or arrested
- Divorced parents
- Bullying
- Natural disaster victim
- Crime Victim
What are Microaggressions?

Describe water

*Systems of knowledge, concepts, rules, and practices that are learned and transmitted across generations.* - DSM-5
Culture

No one is culturally neutral!
We all live in the world divided by political, social, and geographic boundaries.

Fong EH and Tanaka S. (2013).
What are Microaggressions?

Water = Culture
systems of knowledge, concepts, rules and practices that are learned and transmitted across generations

Objective – easily seen clothing, food, artifacts

Subjective – less easily understood, basis for misunderstanding, values, ideals, attitudes, roles, norms.

Fish has no idea it’s in water because it is the only thing ever experienced

It does know if it isn’t there!
What are Microaggressions?

TERM FIRST USED BY
DR. CHESTER PIERCE, M.D. IN 1970,
EMERITUS
PROFESSOR OF PSYCHIATRY AND
EDUCATION AT HARVARD UNIVERSITY
What are Microaggressions?

Microaggressions are “subtle, stunning, often automatic, and non-verbal exchanges which are put downs…”

The offensive mechanisms…are often innocuous. The cumulative weight of their never-ending burden is the major ingredient in…interactions.

This accounts for a near inevitable perceptual clash…in regard to how a matter is described as well as the emotional charge involved….at least…awareness provides the possibility of no longer expecting and accepting and as unremarkable that one group should always be life-shortening…and the other life-transferring.

Implicit Bias - You Aren’t Aware of it

Implicit Bias -- The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

Implicit bias is more subtle can be activated by situational cues and in situations when there is less time to think such as crisis situations.

https://www.projectimplicit.net/index.html
https://implicit.harvard.edu/implicit/takeatest.html
http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
Trauma Informed Schools

- Is it TRAUMA or SOMETHING ELSE???
- Signs that your student has possibly experienced TRAUMA
  - Anger/Destructive
  - Can’t focus
  - Disrespectful
  - Non Compliant
  - Yells
  - Cries/Calls out
  - Can’t sit still
  - Runs
  - Talks nonstop

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Trauma Informed Schools

THE BRAIN AFTER TRAUMA
Immediate Impact of Trauma

Can interfere with the child’s normal healthy attachment to caregivers.

Overwhelming sense of terror, helplessness, horror and a

Body reaction: increased heart rate, shaking, dizzy, rapid breathing, release of stress hormones “fight or flight” response.
Delayed Impact of Trauma

Aftermath of trauma: Imbalanced relationships in families, disconnection of strong emotions from its original source and HEALTH problems later in life.

Negative impact on collective functioning of groups of people such as a school, school district, county agency and other large groups of people.

The Original ACE (Adverse Childhood Events) Study

- Thank you to the Institute for Safe Families, Drexel U, PMHC and Drs. Roy Wade and Sandra Bloom for permission to present this material
- ACEs are inter-related

Not solitary, score 0 to 9

www.avahealth.org


Early Death
Disease,
Disability
and Social Problems
Adoption of
Health-risk Behaviors
Social, Emotional, Cognitive
Impairment
Disrupted
Neurodevelopment
ACE’s Adverse Childhood
Philadelphia Urban ACE Study n=1,784

5 Newly Identified Urban ACE indicators: 42% White 44% Black, 3.5% Latino, 3.6% Asian, 3.8% Biracial --- www.instituteforsafefamilies.org

Experiencing racism, witnessing violence, living in an unsafe neighborhood, living in foster care, or experiencing bullying

Urban ACE score 0 to 14  Behavior and Health Outcomes: worse with higher ACE scores and more adverse if lower income as well:

More Sexual partners
More Substance Use
More Diabetes
More Obesity
More Asthma
More Mental Illness
More Suicide Attempts
More Smoking, More Cancer

2 of 5 adults experienced violence, 1/3 racism, 1/10 unsafe

www.acestoohigh.com
What is Trauma?

Video on Trauma
http://www.youtube.com/watch?v=z8vZxDa2KPM
What is Trauma?

Video on Trauma

https://youtu.be/qgrRoJyljeQ
What is Trauma?

https://www.youtube.com/watch?v=7uCCvKNTJVI

When I first lost my loved one, I felt...
Sanctuary Beliefs:
#1 Adversity is universal
#2 It’s about what’s happened to you not what’s wrong with you

Thank you!! to Sandra Bloom and Sarah Yanosy of Sanctuary for kindly giving permission for me to share with you this material – DO NOT MAKE COPIES UNLESS YOU GET PERMISSION OF SANCTUARY-ANDRUS

SELF

Safety (physical, psychological, social and moral)

Emotional Management (how to manage feelings)

Loss (all change is loss, includes “bad” and “good” changes. New school, new neighborhood, new job, being a victim of abuse, neglect, being separated from caregiver, getting stuck in the past unable to move forward – why roadside or sidewalk memorials cause problems)

Future (how can things get better)
GOOD NEWS!

Recovery is possible
And
Schools can help!
Consistency

- Within-day consistency of emotional support predicted:
  - Academic outcomes in prekindergarten
  - Social competence in kindergarten

Empathy

Consists of projecting one's self into another.

Allows one to experience the psychological life of that person.
Trauma in the Classroom

- What you do: Encourage the student to Look At Card on Desk
- Take Three Deep Breaths
- Stop and Think
- Positive Self Talk
- Counting Backwards Slowly
- Thinking Calming Thoughts
- Encourage Feeling Identification and Expression “it’s okay to be angry” at first students may say anger is bad, encourage the idea that handling the anger is key and solving the problem that triggers the anger the solution.
Empathy

Use conversation skills to join groups and make friends!
Anger and emotion management
to calm down strong feelings
and manage anger and disappointment.
Handling put downs by
resisting revenge, avoiding jumping to conclusions.
How to manage accusations.
Managing anxious and hurt feelings.
Managing test anxiety.
Problem Solving

Problem-solving—by playing fairly and taking responsibility for one’s actions

Solving classroom problems
Solving peer exclusion problems
Handling name calling
Dealing with peer pressure
Dealing with gossip
Seeking help when you need it
Other Evidence Based Approaches

- Social Emotional Learning (SEL) Skills can be part of an academic intervention.
- SEL can help students be successful in school.
- SEL can center the mind and body so the student feels nurtured and cared for.
A breathing exercise
Counting to five or taking a break.
Some students may not feel that they can express their anger so this involves giving them a tool to express their emotions in a less stressful way.
Helps the student identify what different responses can I have to an event?
How can I respond to an event as constructively as possible?
• Social Awareness
  Embracing diversity showing empathy for others
  How can I better understand:
  other people’s thoughts and feelings
  why people feel and think the way they do?
Activities might include:

- Service learning projects
- Addressing social justice issues
- Role playing
  - Address how someone else might have felt in a conflict such as on the playground during a classroom meeting such as “everyone stand up” if they have been bullied.
• Relationship Skills
  Developing life skills to work cooperatively
  How to resolve conflict and challenges.
  Learning how to adjust my actions so that my interactions with different people turn out well?
  How to communicate expectations to others?
  How to communicate with other people to understand and manage their expectations of me?
Creating a Culture to Counteract Trauma’s Effects

<table>
<thead>
<tr>
<th>Nonviolence</th>
<th>Counteracts experiences of violence and feeling unsafe</th>
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<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Counteracts experiences of feeling disrespected and mistreated</td>
</tr>
<tr>
<td>Social Learning</td>
<td>Counteracts experiences of helplessness by encouraging people to rely on others and learn from mistakes</td>
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<tr>
<td>Open Communication</td>
<td>Counteracts experiences of secrecy</td>
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<tr>
<td>Democracy</td>
<td>Counteracts experiences of disempowerment</td>
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<tr>
<td>Social Responsibility</td>
<td>Counteracts experiences of abandonment and disconnection</td>
</tr>
<tr>
<td>Growth and Change</td>
<td>Counteracts experiences of hopelessness</td>
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</tbody>
</table>
• Decision making
  What consequences will my actions have on myself and others?
  How do my choices align with my values?
  How can I solve problems creatively?
  Students are better able to decide when to be an ally and when to be courageous and stand up to a bully.
Case Example 1

Case Example
Case Example 2

Case Example
Case Example 3

Case Example
SELF CARE

- Make Time for YOU!
- Accept the feelings that are triggered
- SELF CARE so that we do not become casualties of trauma ourselves
What 3 Things Help YOU to Reduce Stress?

Personal Self Care Plan types:
Physical - exercise, dance, manual labor, massage, yoga, healthy diet, sleep, activity, bubble bath, nail salon etc. whatever works for you!
Psychological – identify triggers to vicarious traumatization and get therapy if needed, know your limits, engage in healing activities, listen to music, spend time in nature “green time”, take a vacation, read for pleasure, be creative, play, laugh, journal, spiritual practices, personal rituals, engage in activities that allow you to enjoy your own sexuality and/or be in a dependent or receiving role
Social – identify personal/social resources and supports, engage in social activities outside work, engage with emotionally supporting colleagues, family, friends, spend time with children and pets.

What 3 or 4 Things Might Help Your Students?
Mindfulness for Students

- Mindfulness can be especially helpful: 10 to 40 minutes per day.

- Students pay attention to their thoughts and emotions without reacting to them with or without paying attention to breathing.


Interventions and Strategies!

Stickman deals with anger
https://www.youtube.com/watch?v=kv455O7sWtE
Interventions and Strategies!

Elmo Belly Breathing
https://www.youtube.com/watch?v=_mZbzDOpylA
ABC’s of Averting Burnout by Understanding SELF, ACES, and Microaggression

You Tube Video Links
Belly Breathing with ELMO
https://www.youtube.com/watch?v=_mZbzDOpYlA

Stickman Struggles with Anger
https://www.youtube.com/watch?v=kv455O7sWtE

Short You Tube Video on Teacher Burnout-
scope of the problem
https://www.youtube.com/watch?v=2RBgh2HXqtI

PBS Newshour Preventing Burnout for New Teachers
https://www.youtube.com/watch?v=7P5uSQ9E-NU

New Teacher Support
https://www.youtube.com/watch?v=tVoyzliq7Ro
https://newteachercenter.org/
ABC’s of Avoiding Burnout

Thanks for Coming!!