

Compassion Resilience Toolkit: Lessons Learned in a Statewide Roll-out of a Staff Wellness Initiative



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Developed in partnership with:





Goals: The work and lessons learned

1. Build the capacity to shape the ongoing evolution of a compassionate and resilient school community
2. Explore leadership and staff practices that establish and maintain compassionate cultures
3. Using Rogers' Diffusion of Innovations Theory, explore the successes and opportunities for dissemination of a statewide, on-line free resource for staff wellness.
4. Identify the training and technical assistance required to support this important work

Research Outcomes of Efforts to Increase Resilience

- Improved student achievement
- Lower staff and leadership turnover
- Positive economic impacts
- Job-satisfaction
- Increased innovation

Toolkit Introduction



Compassion Resilience

Compassion Resilience How Does It Work? [Get Started](#)

Advancing Adult Compassion Resilience: A Toolkit For Schools

Compassion Resilience

How Does It Work?

Get Started

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TOOLKITS
Schools
Healthcare
Community

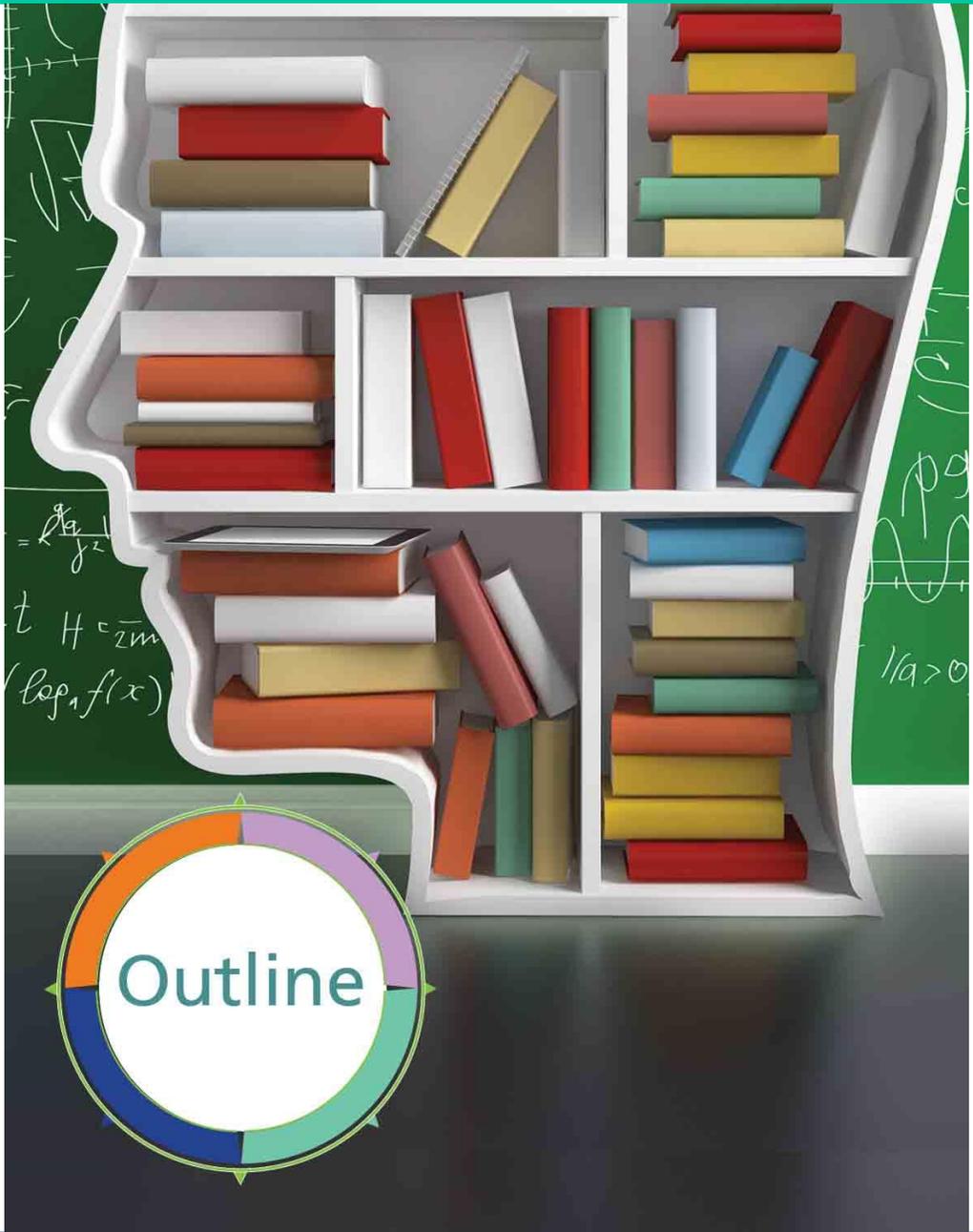
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compassionresilencetoolkit.org

- A tier one approach to staff compassion resilience
- NOT an intervention for staff who “who need it most”

The ONLINE toolkit is free, flexible and available to you at any time.



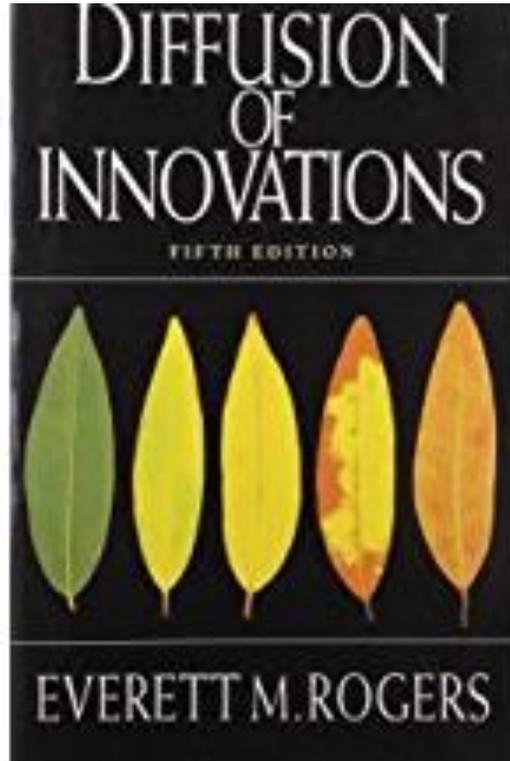
Content Outline

1. Putting Compassion into Action
2. Defining Wellness, Compassion Fatigue, Self-Compassion, Compassion Resilience
3. Delving into Compassion Fatigue, Connection to Trauma, and Assessments
4. Exploring Systemic Drivers of Compassion Fatigue and Our Locus of Control
5. Clarifying Expectations from Self and Others
6. Setting Compassionate Boundaries Based on Priorities
7. Creating Staff Culture Agreements
- 8-11. Practicing Self-Care Strategies – Mind, Spirit, Strength and Heart
12. Making Compassionate Connections with the Second Tier (families, community supports, etc.)

Appendix

Foundational Beliefs about Behavior
Supporting Change Efforts of Others and Ourselves
Dealing with Significant Staff Disclosure or Crisis
Stress throughout the Career Cycle

What is Influencing the Uptake of the Toolkit?



- Simplicity and Ease of Use
 - Trialability
 - Compatibility with Existing Values and Practices
 - Relative Advantage
 - Observability
 - Reinvention
-



Ease of Use

Simple!



INTRODUCTION



INFORMATION



APPLICATIONS



LINKS

SELF-CARE



STRATEGIES



INDIVIDUAL



SMALL GROUP



LARGE GROUP

Trialability, Compatibility and Relative Advantage



A one day Training of Facilitators launches the project

We acknowledge that many leaders in schools are good facilitators and are psychologically-minded.

The team who implements can pick and choose what will work best for their school.

Let's take the toolkit for a test drive. Shall we?

Section 1: Steps for Compassionate Action



1. **Notice** – Be present in the moment and able to recognize signs of distress.
2. **Self-check** - Be aware of your emotional resonance and initial cognitive appraisal.
3. **Seek to understand** – Suspend appraisals. Listen for understanding. Move towards generous interpretations of another’s behavior.
4. **Cultivate compassion** – Genuine concern develops based on what you come to understand. This leads to a growing desire/intention to help.
5. **Discern best action** – Work with the person to figure out what would actually be helpful to them rather than what you think would be helpful or was helpful to you in past, similar circumstances.
6. **Take action** – Be aware that intention alone is not compassionate action.

Combined from the works of Monica Worline and Beth Lown

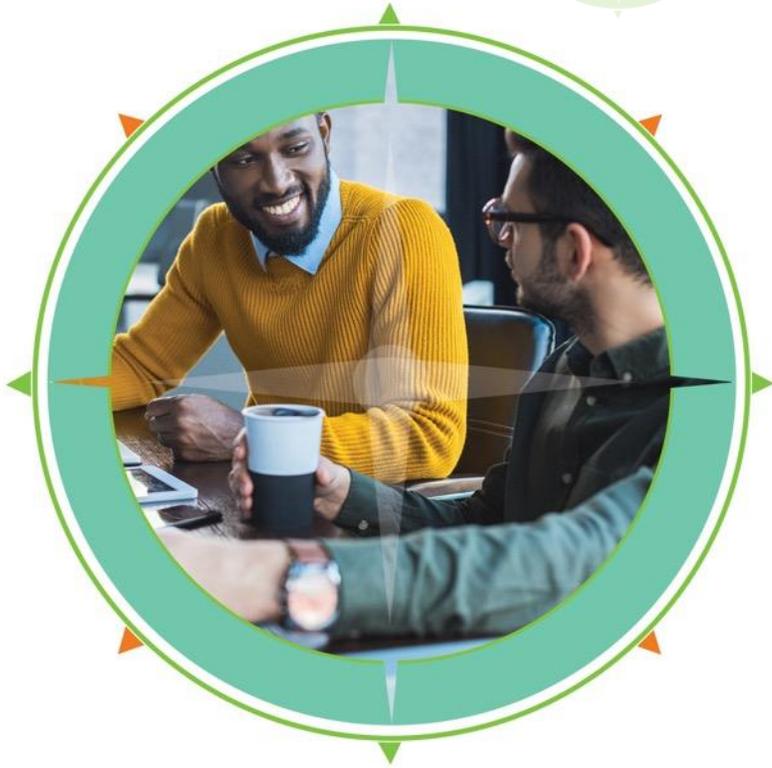
Compassionate Action: Scenario 1



A colleague shares with you that one of her 8 year old students/clients is really on her mind. His family struggles and he has so much potential. He is shut down and acting out with tears and tantrums. Recently, he hit her and she didn't tell her supervisor to avoid consequences for him. She loses sleep and wakes up with him on her mind. She tells you that she may be the only one who can get through to him. She is considering an outing with him on a Saturday to give his family a break. She clearly cares, and she is definitely stressed.



Connect and Reflect



1. **Notice** – Be present and able to recognize signs of distress.
 - What times or situations in your day are you most likely to have things get in the way of you being present?
2. **Self-check** - Be aware of your emotions and initial cognitive appraisal.
 - What emotions arise for you in relation to this scenario?
 - What might your initial judgments be?
3. **Seek to understand** –Listen with curiosity to understand the concerns/distress from the other’s perspective.
 - How might you invite the person to share information with you? What strategies do you use to encourage them to open up with you?
4. **Cultivate empathy**
 - What situations do you find most difficult for you to tap into your genuine empathy?
5. **Discern best action**
6. **Take action**

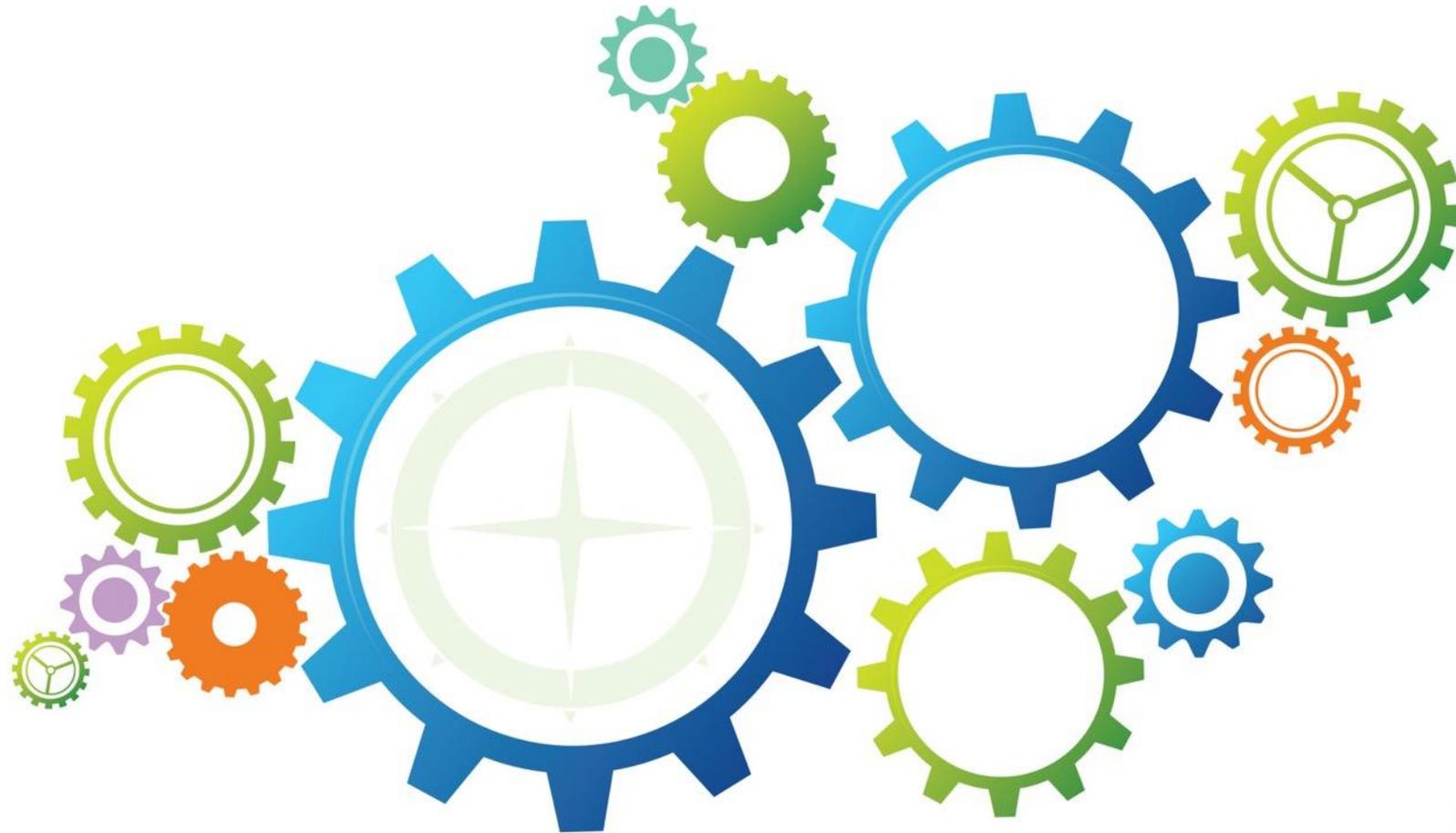


A Break for our SPIRIT

When do you feel most alive, most like yourself? What are you doing?
What or with whom are you surrounded?



Section 4: System Drivers of Compassion Fatigue



What is the data telling us? Observability and Reinvention

- Early wins are important
- Take your time with the project
- Leadership engagement is critical
- Use educator feedback to continually improve the toolkit



Tips and Learnings from the Field:

1. Resilience requires team and organizational support for a wide range of skills including but not limited to self-care practices.
2. The work needs to be embraced and experienced by leadership, so they are ready to conduct “What Matters to You” conversations and to be responsive to what employees bring to the forefront. All employees need to understand how to have their voice heard and the process for escalating appropriate concerns.
3. It is not fair to hold people accountable to that for which we have not provided training and supports.
4. Self-awareness, perspective shifting, and emotional regulation are skills that can be taught and practiced. Individuals will be better able to apply toolkit content as these skills grow.
5. Staff engaged in solution focused conversations about the trauma of the work environment feel less alone and see change potential through collegial relationships and team/organizational change.
6. Self-compassion is a skill and practice that needs to be taught to increase other-focused compassion.
7. Culture change takes time and works best when you focus on the behaviors that demonstrate the organizational values. These define expectations to which you can aspire and be held accountable.
8. Co-creation of behavioral agreements across the organization will increase ownership.

Statewide Training and Technical Assistance

- Train teams from schools to implement with their colleagues
- Spread sections out over an 18-24 month time frame for reflection and application of each concept as it builds upon the last
- “Office hours” open conference line for regular support
- Small staff of people who field emails and calls



Final Reflections and Questions



Facilitator resources to build the capacity of helping professionals, caregivers, and the systems in which they serve.



A Toolkit For Schools



A Toolkit For Health and Human Services



A Toolkit For Parents/Caregivers



A Toolkit for Schools



Thank you for the relationships you build and the strategies you implement that improve the present and future lives of students/clients, families and each other.

CompassionResilienceToolkit.org

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