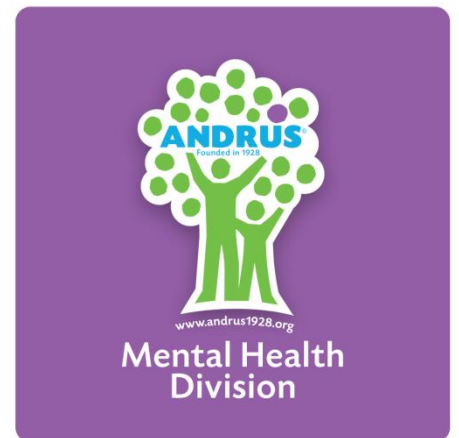


SELF in Schools: Problem Solving through the Sanctuary Model

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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

THE SANCTUARY MODEL

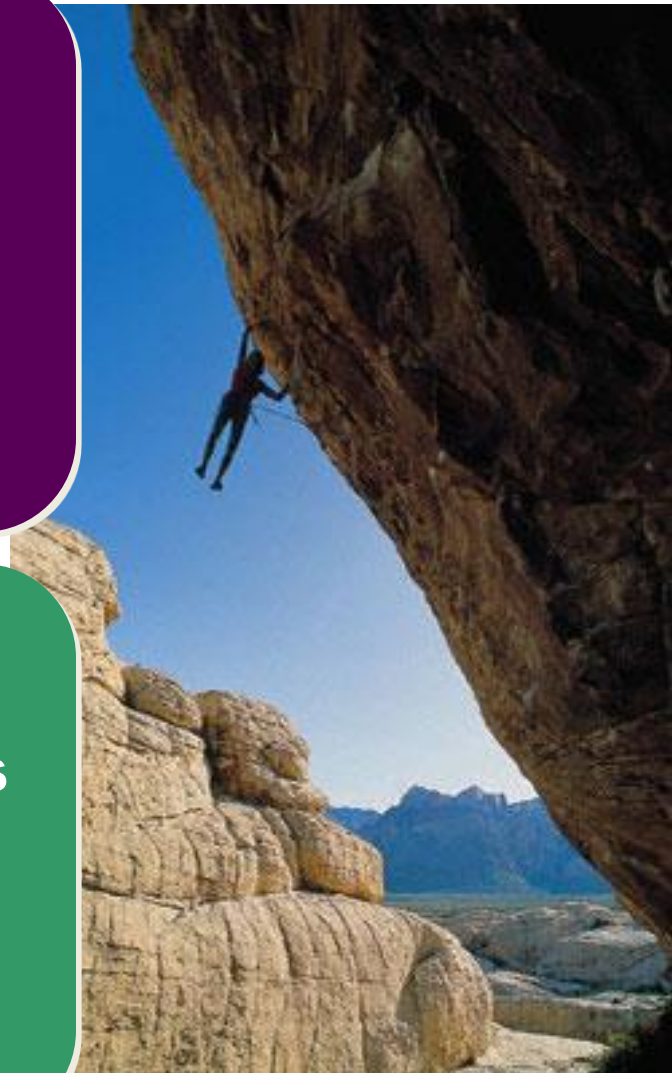


In a nutshell.....Sanctuary is a treatment and organizational change model that integrates trauma theory with the creation of therapeutic communities which provide safety for both clients and the staff who work with them.

BASIC BELIEFS OF THE SANCTUARY MODEL

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
TOOLKIT

SANCTUARY
COMMITMENTS

S.E.L.F



COMMUNITY MEETING



How are you feeling?

What is your goal?

Who can you ask for help?

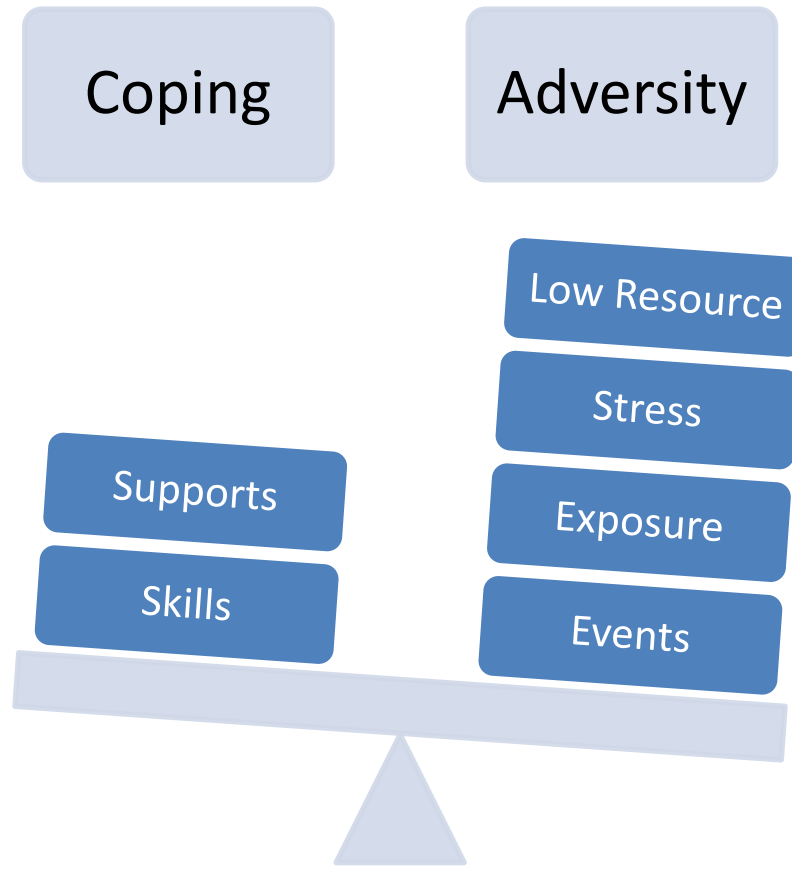


“What's wrong with you?”

TO

“What happened to you?”

TRAUMA

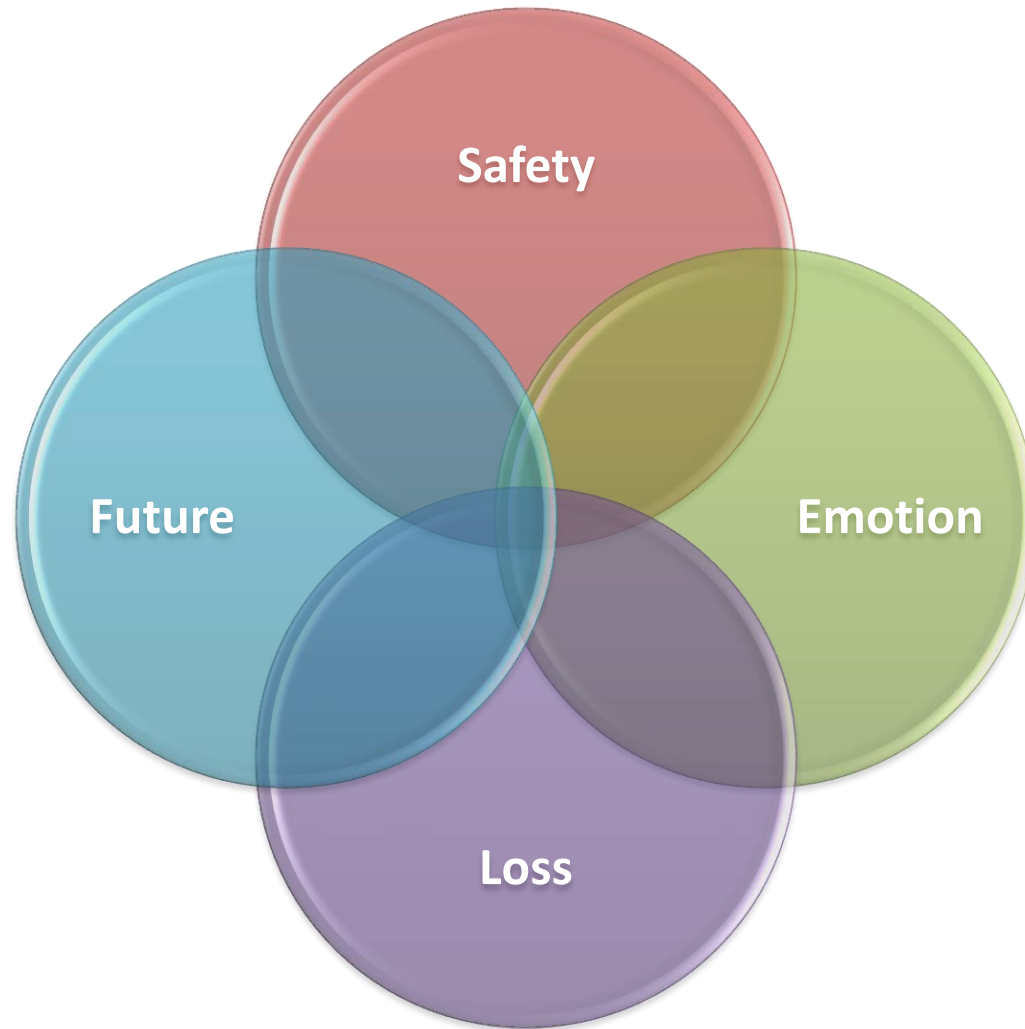


Sanctuary Beliefs

#1 Adversity is Universal

#2 What's Happened?

S.E.L.F.



S.E.L.F.



**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



PHYSICAL SAFETY

No violence to others in any form: physical, emotional, verbal, or sexual

Absence of self-destructive behavior and/or bullying

Absence of substance abuse

Healthy, safe, relational behavior

Avoidance of risk-taking behavior

Good health practices

Healthy, nonviolent disciplinary practices

PSYCHOLOGICAL SAFETY

Self-protection

Self-knowledge

Self-efficacy

Self-esteem

Self-empowerment

Self-control

Self-discipline



PSYCHOLOGICAL SAFETY COUNTS

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.

SOCIAL SAFETY

Safe attachments

Safety in the classroom, gym, lunchroom, recess

Exercise of responsible authority

Social responsibility

WHY SOCIAL SAFETY COUNTS

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.

MORAL SAFETY

“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



WHY WE FOCUS ON EMOTIONS

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.

LOSS

Grieving

Saying goodbye

Refraining from Reenactment

Moving on / Transfers

Suspensions, Expulsions

Graduations



FUTURE

Changing trajectories

New attractors

Different choices

Imagination

Vision

Creativity

Fun



USING S.E.L.F. IN THE CLASSROOM



Assessing child
functioning

Planning for
behavioral
interventions

Responding to
problems/conflicts
in the classroom

Evaluating
classroom
functioning

Managing
expected and
unexpected
changes

STUDENT GENERATED S.E.L.F. EVALUATION



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

S.E.L.F. & MATH



Geometry (turn shapes into a safe house)



Managing successes and losses (stock market)



Subtraction, symmetry, division



Plan out future salaries

S.E.L.F. & SOCIAL STUDIES



S

Class constitution (contract for safety)

E

Identify feelings of historians and moments in history

L

Holocaust, slavery, fallen societies, etc

F

How does history affect the future?

Ms. Connally's Class Constitution

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



Writing assignments



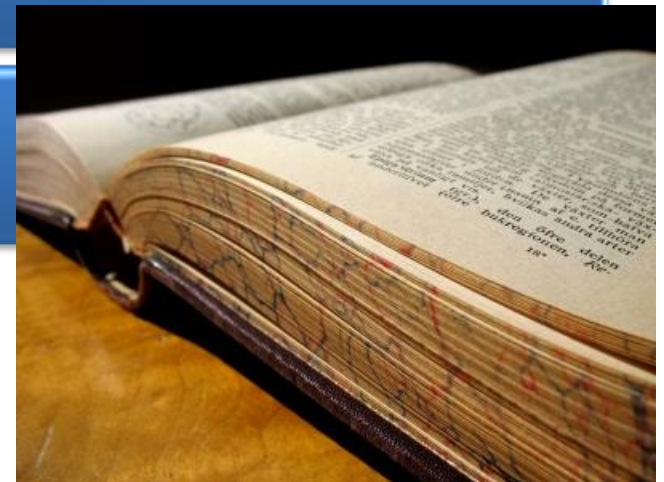
Explaining the emotions of an author of a poem, book or play



Characterization (Outsiders, Othello), letter writing



Future Family tree
(future starts w/ you)



S.E.L.F. & SCIENCE



Rules



Emotions and behavior (ex. Burned by a beaker)



Rockets



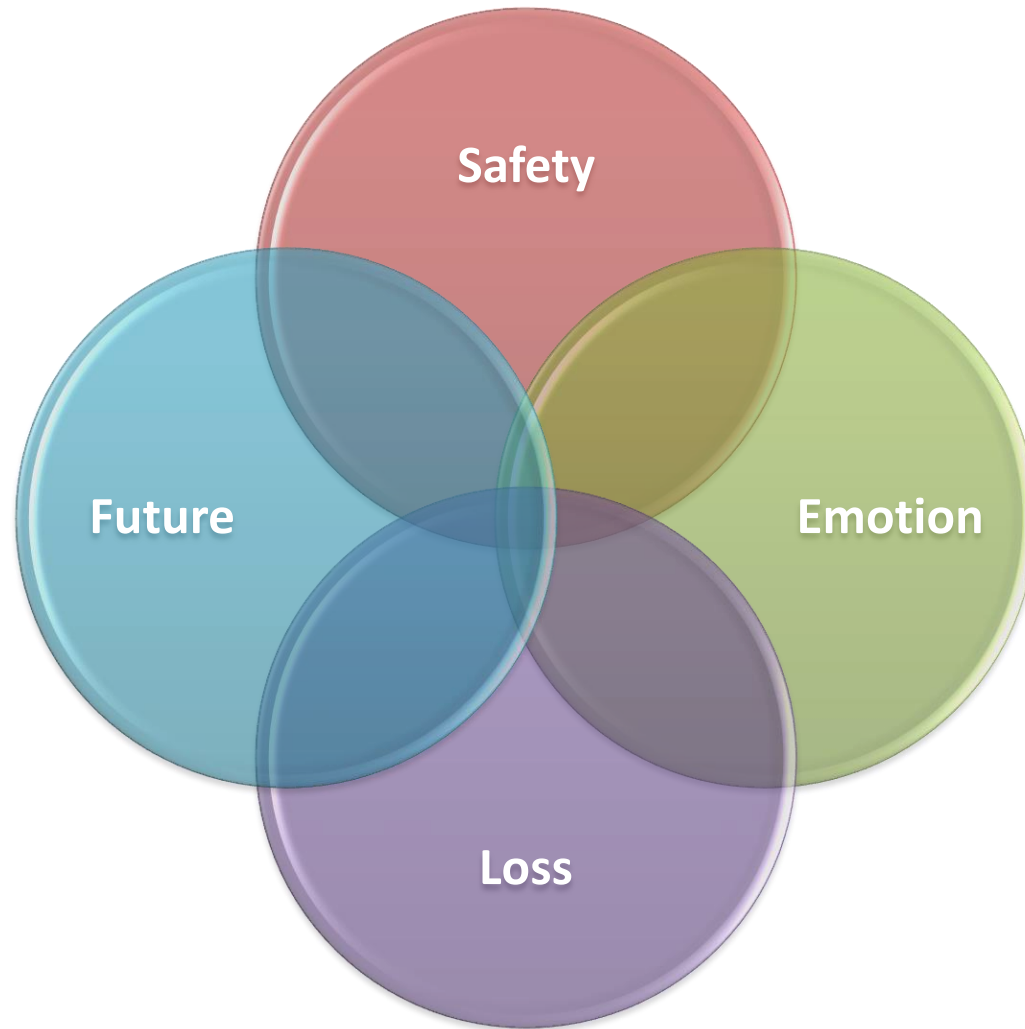
Science Fair

Practice!



Judging Amy:
"Monique has been acting out...."

S.E.L.F.



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

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

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