

# Fostering Professional Resilience and Social Emotional Wellness

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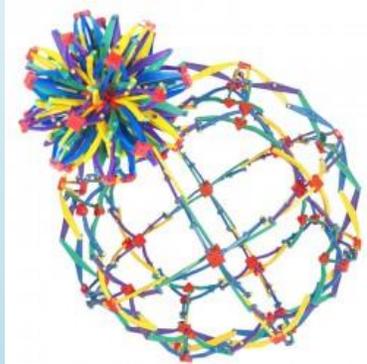
*Your breathing is your greatest friend. Return to it in all your troubles and you will find comfort and guidance.*

***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.

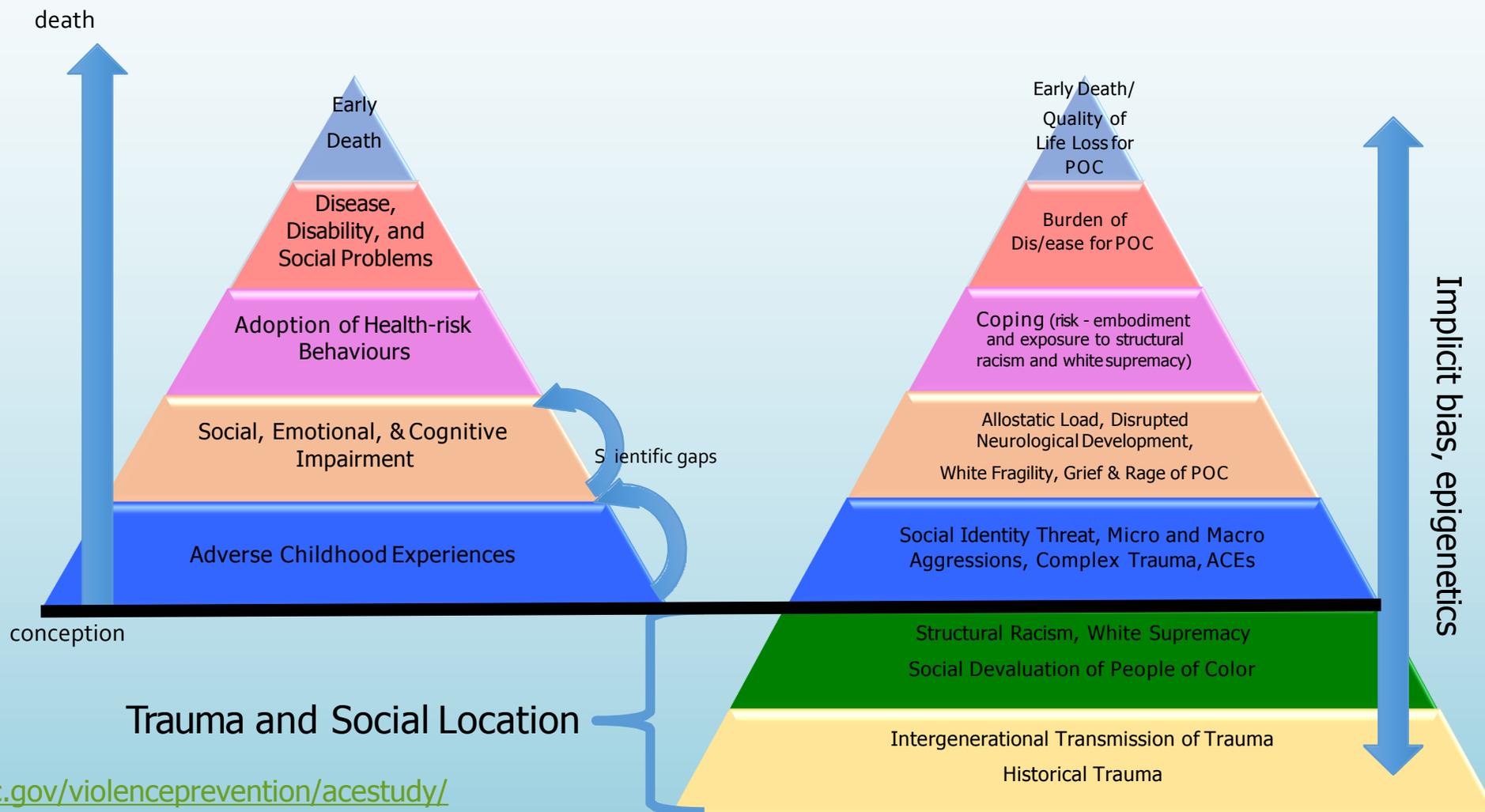
What challenges are there in sustaining a positive, intentional presence in my workplace?

# Racing ACEs if it's not racially just, it's not trauma informed



Adverse Childhood Experiences\*

Historical Trauma/Embodiment of Oppression



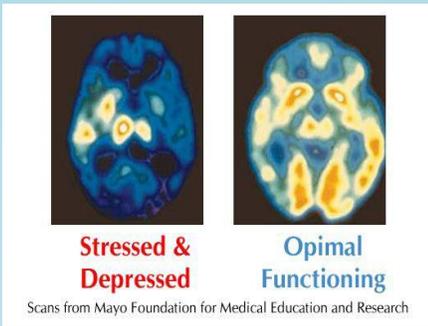
[\\*https://www.cdc.gov/violenceprevention/acestudy/](https://www.cdc.gov/violenceprevention/acestudy/)

Adapted by RYSE, 2016

# Types of Stress & Trauma

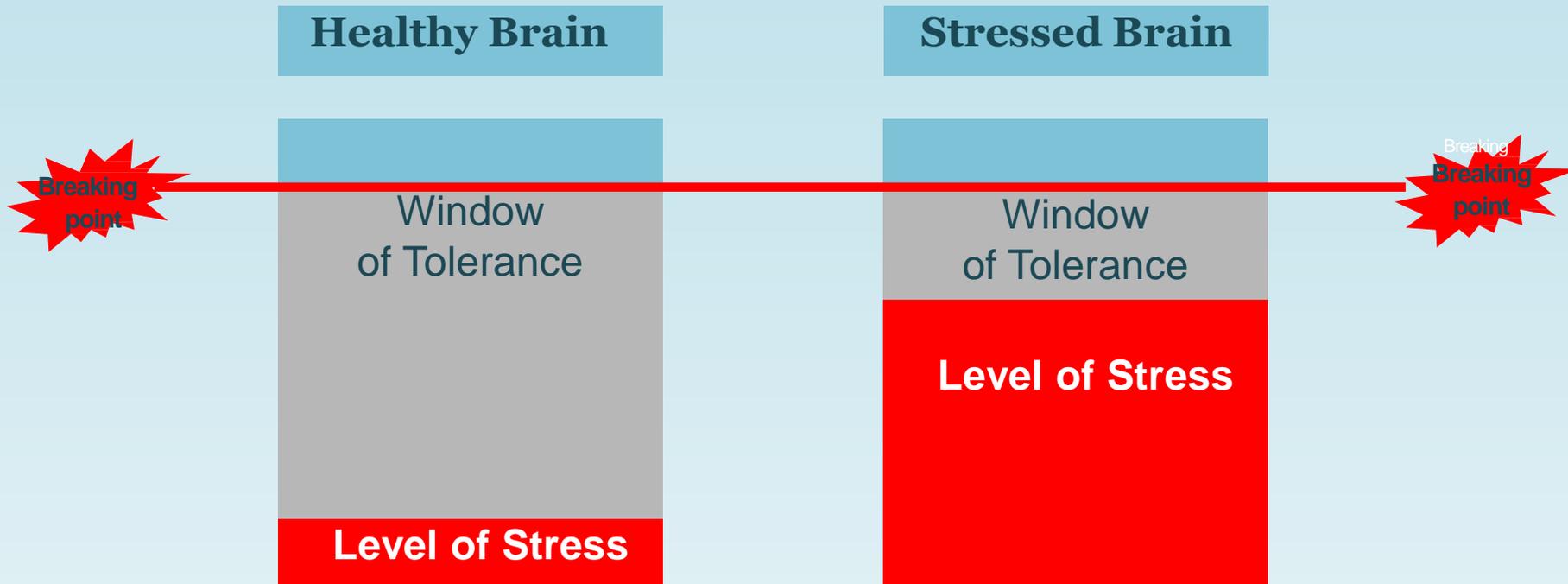
Adapted from: <http://www.samhsa.gov/trauma-violence/types>

- 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.

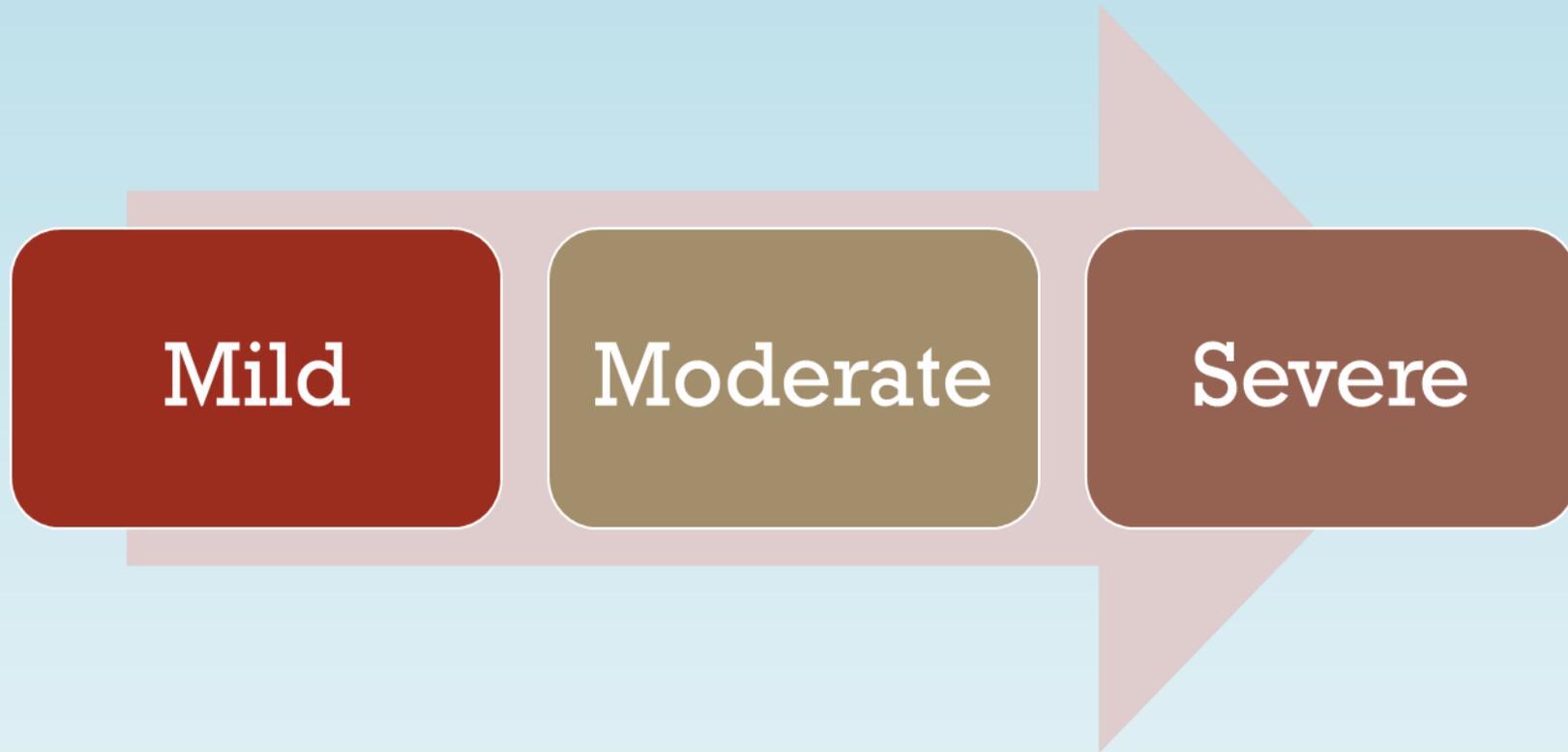
# Helping Profession Stress

- **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



# 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)



# Creating Your Own Plan



**I commit to the following my 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 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.

# 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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