

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



- 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.

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



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

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

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

MetLife, Inc. The MetLife Survey of the American Teacher. Challenges for School Leadership: A Survey of Teachers and Principals. Survey Field Dates for Teachers from October 5 to November 11, 2012, for Principals from October 9 to November 9, 2012. Accessed on January 28, 2017 at <http://files.eric.ed.gov/fulltext/ED542202.pdf>

Nyberg ST, et al for the IPD-Work Consortium. Job Strain as a Risk Factor for Type 2 Diabetes: A Pooled Analysis of 124,808 Men and Women Diabetes Care. 2014 Aug; 37(8): 2268–2275. Published online 2014 Jul 12. doi: 10.2337/dc13-2936

Wilcox HC, Wyman PA. Suicide Prevention Strategies for Improving Population Health. Child Adolesc Psychiatr Clin N Am 2016 Apr; 25(2): 219-233.

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

The Yo Yo Effect of Trauma

Your Student

Under performs
Acts Out



How do YOU feel?

Mazer JP, McKenna-Buchanan TP, Quinlan MM and Titsworth S. (2014) The Dark Side of Emotion in the Classroom: Emotional Processes as Mediators of Teacher Communication Behaviors and Student Negative Emotions. *Communication Education*; 63 (3): 149-168.

ABC's of Averting Burnout by Understanding Trauma & SELF, ACEs, and Microaggression

The Yo Yo Effect

You feel:

Worried

Angry

Isolated

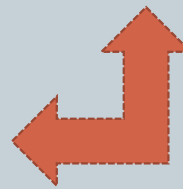


Student

Shuts Down



Burned out



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



Research Evidence: Stress Contagion

Empathy  a Critical need

Oberle E, Schonert-Reichl KA. Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Soc Sci Med*. 2016 Jun;159:30-7. doi: 10.1016/j.socscimed.2016.04.031. Epub 2016 Apr 24.

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).

Multicultural Alliance of Behavior Analysis
Standards for Cultural Competence in
Behavior Analysis. *International Journal
of Behavioral Consultation and Therapy*;
8(2): 17-19.

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 PUTDOWNS...”

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.

PIERCE, C., CAREW, J., PIERCE-GONZALEZ, D., & WILLIS, D. (1978). AN EXPERIMENT IN RACISM: TV COMMERCIALS. IN C. PIERCE (ED.), TELEVISION AND EDUCATION (PP. 62-88). BEVERLY HILLS, CA: SAGE.

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://www.projectimplicit.net/index.html)

[HTTPS://IMPLICIT.HARVARD.EDU/IMPLICIT/TAKEATEST.HTML](https://implicit.harvard.edu/implicit/takeatest.html)

[HTTP://KIRWANINSTITUTE.OSU.EDU/RESEARCH/UNDERSTANDING-IMPLICIT-BIAS/](http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/)

Trauma Informed Schools



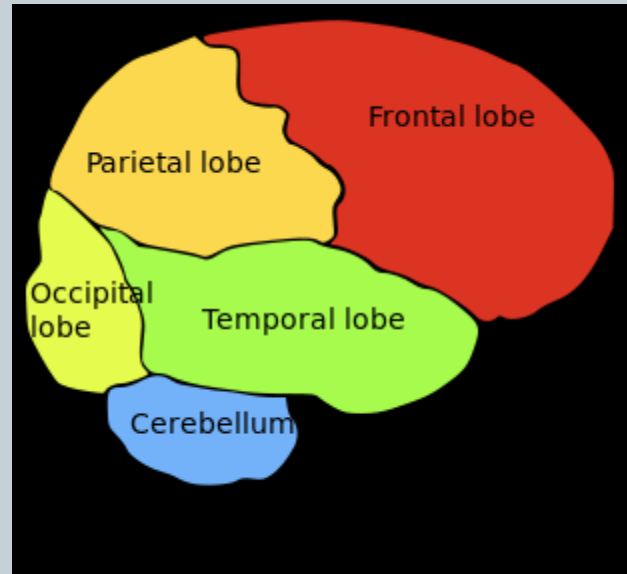
- Is it TRAUMA or SOMETHING ELSE???
- Signs that your student has possibly experienced TRAUMA
- Anger/Destructive
- Can't focus
- Disrespectful
- Non Compliant
- Yells
- Cries/Calls out
- Can't sit still
- Runs
- Talks nonstop
- *****

Stoddard FJ. Outcomes of Traumatic Exposure. Child Adolesc Psychiatric Clin N Am 2014 April; 23 (2): 243–256.

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.

Schussler-Fiorenza Rose SM, Eslinger JG, Zimmerman L, Scaccia J, Lai BS, Lewis C, Alisic E. Adverse Childhood Experiences, Support, and the Perception of Ability to Work in Adults with Disability. PLoS One. 2016 Jul 5; 11(7).

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

Felitti VJ and Anda RF (2014).
The lifelong effects of adverse
childhood experiences,
In Chadwick's
Child Maltreatment 4th edition,
DL Chadwick, ed.
St. Louis, MO:
CW Publishing

Early Death
Disease,
Disability
and Social Problems
Adoption of
Health-risk Behaviors
Social, Emotional, Cognitive
Impairment
Disrupted
Neurodevelopment
ACE's Adverse Childhood

DO NOT COPY SLIDE

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.cestoohigh.com

THE PHILADELPHIA



PROJECT

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>



Sanctuary: SELF



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**

For More Information: The Sanctuary Institute - ANDRUS
- 1156 North Broadway - Yonkers, NY 10701 - (914) 965-3700 (800) 647-2301 - Fax (914) 595-0461 -

www.thesanctuaryinstitute.org

WHAT IS SELF



Coping

Adversity

Low Resource

Stress

Exposure

Events

Supports

Skills



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
- Curby TW, Brock LL, Hamre B. (2013) Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. *Early Education and Development*; 24 (3):292-309.

Empathy and Feeing Understood



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



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

SEL



- 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?

SEL



- 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?

SEL



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.

SEL



- 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



Nonviolence	Counteracts experiences of violence and feeling unsafe
Emotional Intelligence	Counteracts experiences of feeling disrespected and mistreated
Social Learning	Counteracts experiences of helplessness by encouraging people to rely on others and learn from mistakes
Open Communication	Counteracts experiences of secrecy
Democracy	Counteracts experiences of disempowerment
Social Responsibility	Counteracts experiences of abandonment and disconnection
Growth and Change	Counteracts experiences of hopelessness

SEL



- 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

SELF and STRESS BUSTERS



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.

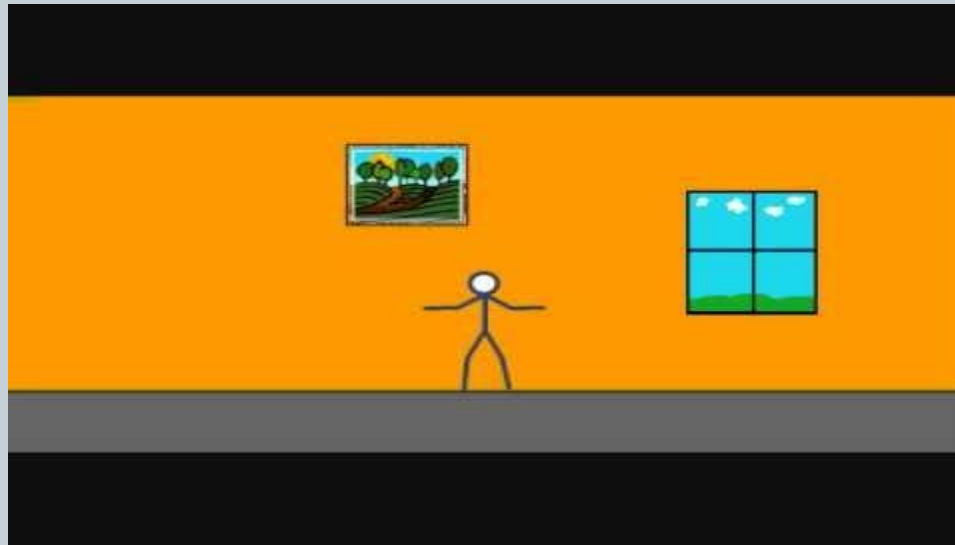
What 3 or 4 Things Might Help Your Students?

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.
- Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre- and early adolescents' well-being and social and emotional competence (PDF). *Mindfulness*, 1, 137-151.
- Semple, R.J., Reid, E.F.G. & Miller, L. Treating Anxiety With Mindfulness: An Open Trial of Mindfulness Training for Anxious Children (PDF). *Journal of Cognitive Psychotherapy: An International Quarterly*, 19(4), 379-392.
- Zylowska, L., Auckerman, D. L., Yang, M. H., Futrell, J. L., Horton, N. L., Hale, T. S., Pataki, C., & Smalley, S. L. (2008). Mindfulness Meditation Training in Adults and Adolescents with ADHD: A Feasibility Study (PDF). *Journal of Attention Disorders*, 11(6), 737-746. Mindfulness training reduced symptoms associated with anxiety.

Interventions and Strategies!



Stickman deals with anger

<https://www.youtube.com/watch?v=kv455>

O7sWtE

Interventions and Strategies!



Elmo Belly Breathing

https://www.youtube.com/watch?v=_mZbzDOpylA

zDOpylA



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=2RBgh2HXqtl>

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!!