


Our mission is to facilitate **equity, learning, healing and wellness** by restoring the connections that help children and families thrive.



Compassion Curve

Presenter:
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Compassion Curve with Sara Daniel

- Vice President of Educational Services
- 20-year history of service and leadership at SaintA
- Zei of Trauma Sensitive Schools (Zei TSS) trainer, coach and consultant
- Lead TSS coach and content expert Wisconsin Department of Public Instruction
- Author of TSS On-line learning modules




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Learning Objectives

1. To understand compassion fatigue and secondary trauma and its impact
2. To learn self regulations strategies
3. To promote co-regulation with children and families



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Check in Question (in chat)

- What acts of compassion have you seen during COVID 19 that have stood out to you?

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Accelerate the Compassion Curve

Flatten the curve

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7 Essential Ingredients

1. Prevalence
2. Impact
3. Perspective Shift
4. Regulation
5. Relationship
6. Reason To Be
7. Caregiver Capacity

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What is trauma?

- Exposure to an event that threatens/harms physical or emotional integrity of the individual or someone close to them
- Overwhelms the person's ability to respond
- Creates significant difficulty in functioning

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How are we impacted in our work? Discuss examples



POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.







TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.

TOXIC Prolonged activation of stress response systems in the absence of protective relationships.

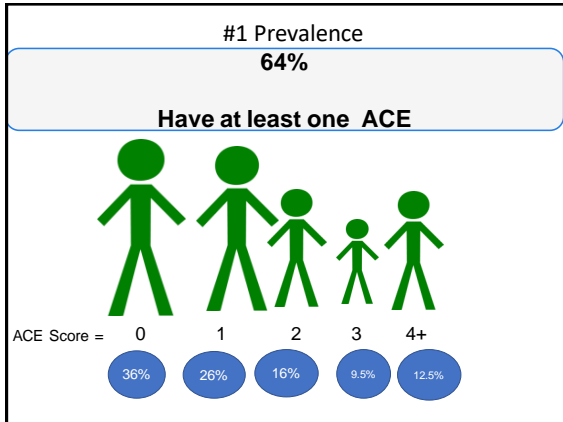
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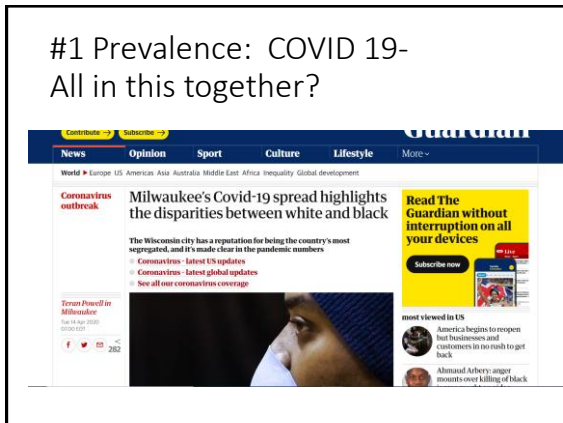
Adverse Childhood Experiences

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Stress	 Inconsistent Routines
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Social		 Divorce	

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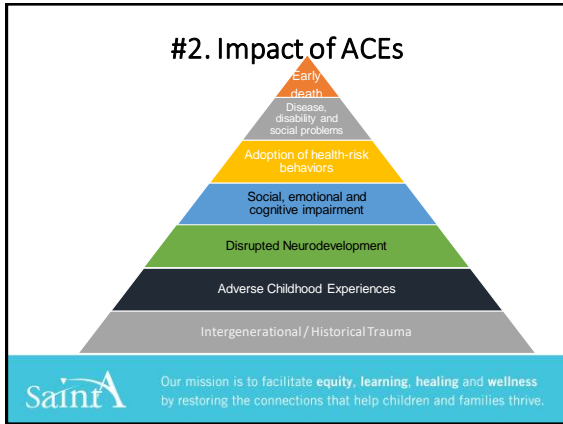


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Break out question:

- How are existing structural inequities likely to play out in your community?

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#2. Impact

What does this mean in practice?

- Potential Impact
- Organization
- Cause and effect
- Memory
- Executive functioning
- Attention
- Intrusive thoughts
- Receptive and expressive language
- Fine motor skills
- Frustration tolerance/ perseverance
- Reactivity
- Impulsivity
- Attention (vigilance/ dissociation)
- Relational engagement
- Emotional regulation
- Social and emotional development
- Agression

We bring our whole selves to work!

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Impact:

Understanding that all of us may cope with stress & adversity differently.

- Feeling helpless or hopeless
- Perfectionism / not doing enough
- Hypervigilance
- Diminished creativity
- Inability to embrace complexity
- Minimizing / denying
- Chronic exhaustion / physical ailments
- Avoidance/ inability to listen
- Egocentrism
- Dissociation/ numbing/ checking out
- Seeking distraction
- Sense of persecution
- Externalizing: complaining/ blaming
- Fear
- Guilt
- Anger and cynicism
- Inability to empathize
- Addictions
- Grandiosity & self-importance especially related to work.
- Self righteousness

Adapted from: Van der Moot Luptik, L. Trauma Stewardship, 2009

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3. Perspective Shift: Curious questions for leaders

When you encounter a behavior at work or in the community that you do not like, be curious:

1. What is wrong with you to, what has happened to you?
2. People do well if they can – Ross Greene
What are the unsolved problems, lagging skills or unmet needs?
3. What could I be missing related to culture?
4. Crucial Conversations: Is this a story that I am telling myself?

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Compassionate Leaders

A REMINDER: Compassionate Leaders also hold people accountable. Perspective shift is about understanding what is underlying the problem to be better at solving it.

	LOW COMPASSION & SUPPORT	HIGH COMPASSION & SUPPORT
LOW EXPECTATIONS & ACCOUNTABILITY	Staff are disengaged	Staff underperform
HIGH EXPECTATIONS & ACCOUNTABILITY	Staff are anxious & stressed	Staff are successful & engaged

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Perspective Shift Scenarios

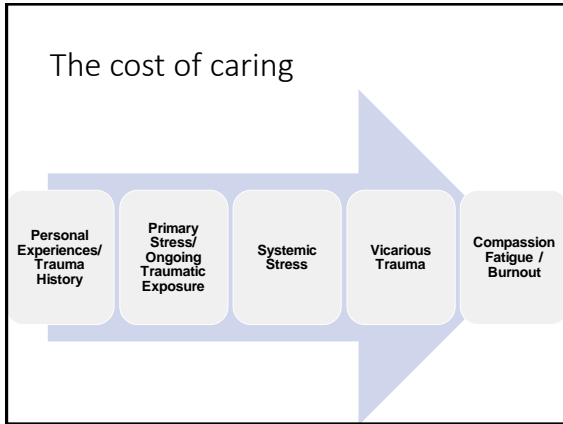
Scenario #1: A parent does not answer your calls or emails

Scenario #2: A student sends you a rudely worded email

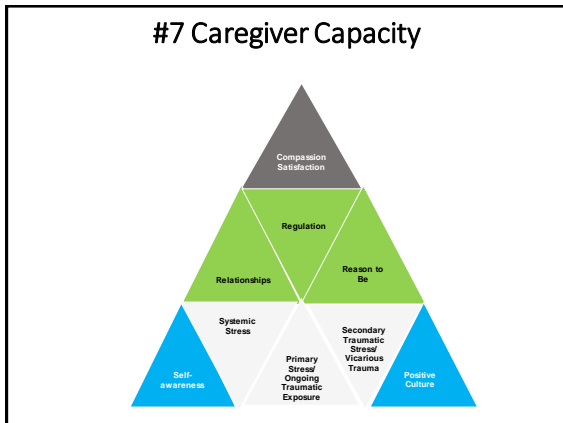
Scenario #3: A co-worker is short tempered with you and snaps back sarcastically when you ask a question

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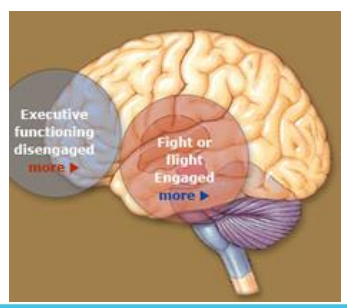
- Regulation
- Relationship
- Reason To Be

Supportive Strategies

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Hyperarousal Continuum	Rest (M > F, A > C)	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest (F > M, C > A)	Avoidance	Compliance	Dissociation	Fainting
Primary secondary Brain Areas	NEOCORTEX Subcortex	SUBCORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR
					

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Executive functioning disengaged [more ▶](#)

Fight or flight Engaged [more ▶](#)

Regulation: The Stress Response System


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Regulation: Sensory Needs

Sensory categories

- Temperature/Touch
- Auditory
- Vision
- Smell
- Taste/Chewing
- Proprioception / Movement
- Vestibular/ Balance
- Interoception



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Complete sensory profile

- What are your sensory triggers and preferences?



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Regulation

- Music
- Art, coloring, mandalas
- Yoga
- Stretching
- Bouncing a basketball
- Playing catch
- Tossing a bean bag
- Aerobic exercise
- Comfort/ sensory rooms
- Pets
- Grounding
- Ritual and routine
- Deep breathing
- Mindfulness

- How can we promote these staff members lives?



- How can you incorporate these into the workplace?



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My Emotional Regulation Plan



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Dosing

- A proactive intervention to increase regulated state and decrease stress response
- Builds resiliency to stressors by frequent intervals of practice.
- Think of dosing like taking medicine
- 3-4 doses a day at work; 5-8 minutes per dose; repeat at home
- Schedule 30 minutes prior to time when dysregulation is likely to occur

Traditional Intervention Plan

Day	Minutes
Monday	0
Tuesday	50
Wednesday	0
Thursday	50
Friday	0

Patterned and Repetitive Dosing

Time	Minutes
10 morning	5
1 mid day	5
1 end of day	5
1 morning	5
1 mid day	5
1 end of day	5
1 morning	5
1 mid day	5
1 end of day	5
1 morning	5
1 mid day	5
1 end of day	5

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Building Blocks of Relationship

COLLABORATION

CHOICE

TRUST

EMPOWERMENT

SAFETY

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Relationship

- Assumption of positive intent
- Unconditional positive regard
- Interest in life outside of work
- Predictable structure, routines, and responses
- Safety (emotional & physical), Ok to take risk
- Effective praise
- Attunement
- Sharing self

Connection is why we're here. We are hardwired to connect with others, it's what gives us purpose and meaning to our lives, and without it there is suffering.

Brené Brown

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- **Compassionate Boundaries:**
<https://www.youtube.com/watch?v=5U3VcgUzqil>

Relationship

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Reason to be

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RTB:
Resilience

- **7 Factors Related to Resilience**
- 1. Access to supportive **relationships**
- 2. Development of a desirable **personal identity**
- 3. Experiences of **power and control**
- 4. Experiences of **social justice**
- 5. Access to **material resources**
- 6. Experiences of a sense of **cohesion** with others
- 7. Adherence to **cultural traditions**

Michael Ungar, PHD 2007

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Personal Mission



3 Questions

- Who are you?
- What are you about?
- What is your most recent evidence?

Kafele, Baruti 2009



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Back to School Series

★ Session 1: Tuesday, June 9, 2020 (9:00am to 11:00am) "Creating the Next Normal in Education" – Now is the time for school reform.

★ Session 2 : Tuesday, June 23, 2020 (9:00am to 11:00am) Compassionate School Leadership: What school leaders need to know about compassion fatigue.

★ Session 3: Tuesday, July 7, 2020 (9:00am to 11:00am) Are we really all in this together? A discussion of the diversity of experiences during safer at home and the impact on a student's return to school.

★ Session 4: Tuesday, July 21, 2020 (9:00am to 11:00am) Responding to student Mental Health Needs in the return to school- Part 1 – Stress, PTSD, Anxiety

★ Session 5: Tuesday, August 4, 2020 (9:00am to 11:00am) Responding to student Mental Health Needs in the return to school- Part 2 – Depression, Grief and Loss, Suicidality, Self-harming, AODA

★ Session 6: Tuesday, August 18, 2020 (9:00am to 11:00am) Strategies: Creating a multi-tiered response – Regulation, Relationship, Reason to be

<https://sainta.org/trauma-informed-care/trainings/#BacktoSchool>



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Questions?



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