

Fostering Empathy, Resiliency, & Self-Regulation in our Youth

Moving from trauma informed toward trauma skilled

The King's Diamond- an old Jewish folk story



TRAUMA

- “Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being” ▪ Event ▪ Experience ▪ Effect (SAMHSA, 2013)
- Circumstances typically involve the loss of control, betrayal, abuse of power, helplessness, pain, confusion and/or loss. The event need not rise to the level of war, natural disaster, nor personal assault to affect a person profoundly and alter their experiences. Symptoms vary quite dramatically from person to person. Indeed, it is very subjective and it is important to bear in mind that it is defined more by its response than its trigger.

Trauma Skilled Schools Model- What it isn't

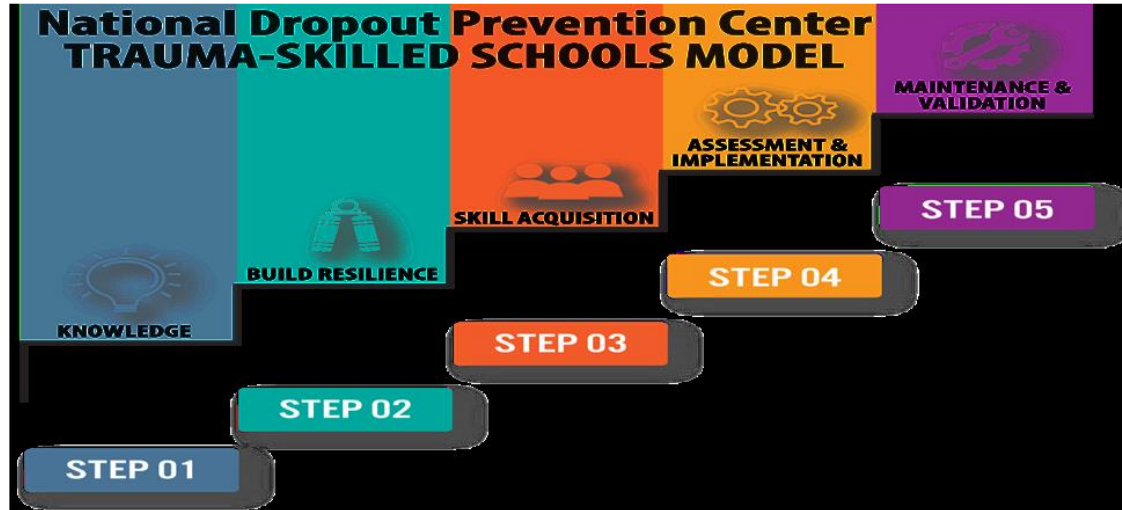
- Not a replacement for emergency response plans
- Not a training for teachers to function as counselors, therapists or behavioral specialists
- Not yet another program

Trauma Skilled Schools Model- What it is

- Is a framework to help mitigate the effects of stress and trauma on learning, socio-emotional and behavior of students by adjusting the climate, culture and practices of a school.
- Is a universal or tier I support designed to meet the academic and social needs of all students regardless of their trauma exposure or history.
- It's a five step model. Requires a paradigm shift.

(Goodman, McIntosh, & Bohanon, n.d.)

Trauma Skilled Schools Model



Ability to Foster Resilience in Ourselves

Resiliency is our ability to adapt and bounce back when things don't go as planned. Resilient people don't wallow or dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward.



Ten ways to build resiliency in children & teens

- 1} make connections
- 2} help them by having them help others
- 3} maintain a daily routine
- 4} take breaks
- 5} teach them self-care
- 6} move toward goals
- 7} nurture a positive self-view
- 8} keep things in perspective, maintain a positive outlook
- 9} look for opportunities for self-discovery
- 10} accept change

Building Resiliency

It's about ...

Connection	at least one connection w a positive caring adult
Security	school should be a place of acceptance, feeling understood, safety. Rituals, routine, predictability
Achievement	strengths based, rather than deficit oriented
Autonomy	options and choices , sense of responsibility and self-management
Fulfillment	awareness of and concern for others, opportunities to assist and meet the needs of others



Prioritizing Growth- How?

The value of growth over the value of perfection
Reward the process rather than the outcome

Ask...

What is a mistake today that you learned from?

What were you persistent at today?

What can you learn from this?

What will you do the next time you are in this situation?
(Tocino-Smith, 2020)



RSA

Shorts

Ways to Strengthen our Empathy

- Challenge yourself. Step outside of your comfort zone.
- Get out of your usual environment.
- Get feedback.
- Explore the heart not just the head.
- Walk in other's shoes.
- Examine your biases.
- Cultivate your sense of curiosity.
- Ask better questions.



Regulation as a shared process

Why important?

Enables problem solving

Ability to handle confrontation or manage emotional reactions

Examine our own behavior

See another person's perspective

Focus on academic or social and emotional learning

Ability to Self-Regulate

“the ability to keep emotions in check. Resist impulsive behaviors that might worsen their situation, cheer themselves up when they’re feeling down. Have a flexible range of emotional and behavioral responses that are well matched to the demands of their environment” (2016).

General tips

- Do breathing exercises (like mindful breathing)
- Eat healthy, drink lots of water
- Exercise regularly
- Sleep seven to eight hours a night
- Make time for fun
- Laugh more often
- Spend time alone
- Manage your work-life balance (Connelly, 2012).

STEP I- Check yourself

Remember, only a well regulated adult can help a student regulate

Goal: Quiet mind/quiet body. Calm, centered, and confident

1. **OBSERVE:** Be aware of your own thoughts, feelings and behaviors.
2. **ASK YOURSELF:** Am I calm enough to help another person get regulated?
3. **TOOLS:** Slow deep breaths with long exhalations, slow down thoughts, words and behaviors.

STEP 2- Check the student

Goal: Get critical information to determine the best regulation strategies to use

- 1. OBSERVE:** What signals is the student sending with their words and behaviors?
- 2. ASK YOURSELF:** Is the student ready to accept help with regulation?

STEP 3 Use Regulation Strategies

WHEN THE STUDENT IS NOT READY TO ACCEPT HELP WITH REGULATION

Goal: Help the student feel safe and supported

1. Give physical and emotional space
2. Provide a calm presence
3. Be patient
4. Reassure to communicate safety

Use Regulation Strategies

WHEN THE STUDENT WILL ACCEPT HELP WITH REGULATION

Goal: Engage the student in ways that will help them become more regulated

1. Focus on your non-verbal signals
2. Take time to listen
3. Clarify and validate needs
4. Prompt calming activities

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BENEFITS OF SENSITIVE RESPONSIVE APPROACH

- When children feel secure they are more likely to take on emotional risks
Importance of vulnerability
- Help children discover what they have in common with others



KASSERIAN-INGERA



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For more tools on regulation strategies visit www.321insight.com

For more information on Trauma-Skilled Schools Model visit www.dropoutprevention.org