

## Positive Emotional Climates and Self-Care for Site-Based Professionals

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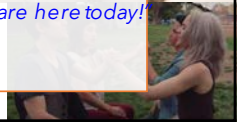
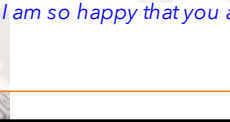


## Mirror Neurons

At the signal...

- Stand and locate an eye contact partner and say,

*"Hello, I am so happy that you are here today!"*



## One-Function Break



## History of My Work

- Educator
- School transformation
- Non-profit Leader
- Trauma-Informed Work
- Emotional Climate
- Self-Care for Practitioners and Professionals



## Attention First



## Triple Track Agenda

1. Strategies and moves to support your learning here in this room.
2. Applications for these strategies and moves with adult groups and tips for respectfully sharing them with others.
3. Applications of these strategies and moves in classrooms.

## Like Me

- Who's in the room today?
- Please stand (or raise your hand) if the statement applies to you.

## Intended Outcomes

- Deepen understanding about trauma-informed context
- Explore the concept of emotional climate and how it differs from traditional classroom management
- Develop an awareness of protective factors and how they provide safety for mental and emotional well-being
- Deepen awareness of compassion, satisfaction, and the progression of burnout
- Add engagement and mindfulness strategies to your toolbox

## Trauma

Trauma is an umbrella term used to describe the inability of an individual or community to respond in a healthy way (physically, emotionally and mentally) to acute or chronic stress.

Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools, (2009)

## Trauma-Informed Practices: Beneficial For All Students

- Always empower/never disempower
- Provide Unconditional Positive Regard
- Maintain High Expectations
- Check assumptions, observe, and question- sometimes behavior is the only way they know how to communicate
- Be a relationship coach (explicitly teach how to have healthy relationships)
- Provide opportunities for meaningful participation
- Foster development of metacognitive processes and self-awareness
- Integrate students' prior knowledge, experiences and cultural inventory in lessons and classroom climate

(R. Hull and E. Rossen, 2013)

## The Ripple Effect:

Traumatic events are like rocks thrown into our pond.

Each rock causes a series of ripples.



## Eye-Contact Partner

At the signal:

Please find an eye-contact partner and share what comes to mind when you hear the terms "behavior management" and "emotional climate".

## Emotions Movie



## Emotions



- Signals of opportunities or threats
- Instinctual response to threat or opportunity

## Emotional Climate

- The quality of social and emotional interactions in a shared space (e.g. classroom, school, organization, etc.) -between two people or groups (e.g. students and teachers) creates the emotional climate (EC).
- At your table, discuss what might you find in a positive EC and negative EC.

(Reyes, Brackett, Rivers et al., 2012)

## Positive Emotional Climate includes:

- Positive relationships
- Choice/Autonomy
- Structures/Boundaries
- Self-Awareness
- Emotional Awareness
- Connectedness
- Competency

## Take a minute and...



## Puzzle Meetup

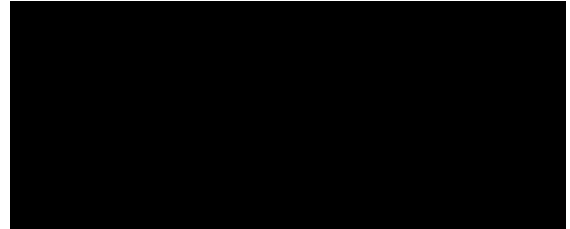
- On signal, put the puzzle together and respond to the following prompt.
- What do you see in your image? What would be typical behavior management responses?
- If you were responding to the emotions in the picture, how might you respond?
- Now that you see the other side of the story, how does it shift your initial responses.

## Emotional Awareness

- Replacing feelings for wants, needs, or shoulds
- Using emotions, e.g. "I feel"
- Emotional Temperature Check
- Brainstorming the variation of emotions



## Name It to Tame It Video



## Responsive Strategies



## Take a minute and...



## Self-Care

Self-care has been defined by the Department of Health as: "[t]he care taken by individuals towards their own health and wellbeing; it comprises of the actions they take to lead a healthy lifestyle; to meet their social, emotional and psychological needs; to take care of their long-term condition; and to prevent further illness or accidents".

Beyond being an aspirational goal, engaging in self-care has been described as an "ethical imperative" (Norcross & Barnett, 2008) and is part of the APA's [Ethics Code \(2002\)](#).



Children, Seniors and people in underserved communities are among the most vulnerable populations

Nature of trauma may shake sense of humanity

Not trauma related:

- Long hours
- Heavy workloads
- Excessive demands/Insufficient training
- Current life stressors (personal life)
- Low levels of social support
- Lack of resources
- Systemic fragmentation
- Lack of supervision

Stress



## What are protective factors?

Protective factors protect people and promote their resilience are 1) caring relationships, 2) high expectations and professional standards, and 3) opportunities for participation and contribution.

Protective factors are conditions or attributes (skills, strengths, resources, supports or [coping](#) strategies) in individuals, families, communities or the larger society that help people deal more effectively with [stressful events](#) and mitigate or eliminate [risk](#) in families and communities.

## Trauma-Informed Practices

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## Relationships

Turn to the person on your left and share one meaningful relationship you have in your personal and professional life.

## Progression of Burnout





