



Identity and the Power of Story

Legacy Summit —
San Joaquin County Office of Education
January 20, 2018
Agenda/ Informational Packet

- Intended Outcomes:**
- » Understand key influencers of personal identity
 - » Deepen awareness of the power of story as healing and harmful
 - » Understand the relationship between personal story and personal outcomes
 - » Explore different strategies to engage students and staff in the power of personal story and mindfulness

What	How
Introduction	Welcome Video
Inclusion	Mirror Neurons/Draw-an-Emoji/Wheel Decide
Activate & Engage	Mix-Freeze-Pair /Set Intentions
Defining Identity	Emotion Connection/ Videos/ True Colors/Emotions in the Body
Identity	Six-word bio/ Story Stems/ Your Story/Emotions Match-Up
Communication	Power of Curiosity/Personal Branding

Mission and Work

Erin Browder Consulting Services is a full-service coaching and consulting agency dedicated to humanizing work through transformational leadership, developing professional capacity, taking aligned action, and building inclusive climates that support the well-being of all stakeholders, while surpassing expected outcomes. Specializations include leadership development, employee wellness, professional learning, talent management, effective collaborative practices, and shifting organizational culture and climate.

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)

<http://www.k12.wa.us/CompassionateSchools/Resources.asp>

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)

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 \(2002\)](#).

Notes:

Six-Word Memoir

Identity

"No one is you and that is your power."

Tell Your Story In the box below, use pictures or words to respond to the following prompts.

- 1) How do you see yourself?

- 2) How do you think others see you?

- 3) How do you want people to see you—what you want to show the world?

Your Why

"People don't buy what you do, they buy why you do it."

Simon Sinek

Glows, grows & goals

Glows	Grows	Goals (If you choose a big goal– set intentions to start)

Erin's Bio

Erin Browder is a Leadership and Organizational Development Consultant. She is on a mission to humanize the workplace, and it starts with safe and supportive climates for professionals and those they serve. She specializes in leadership development, organizational/school culture, collaborative practices, emotional climate, and capacity building. Prior to becoming an independent consultant, she worked with Los Angeles Education Partnership (LAEP) as a Project Director with the Transform Schools Department. After teaching in an East Harlem elementary school, serving various leadership roles, she provided site-based administrative support for school improvement efforts in comprehensive Los Angeles high schools. She holds advanced certifications in Emotional Intelligence (EQ-I), Cognitive Coaching, Adaptive Schools, Restorative Practices, Learning Focused Solutions, Success Principles and Creativity in Business courses. She is currently studying Entrepreneurial Leadership in Educational Organizations at Johns Hopkins University, in the Ed.D. Program. She has a B.A. in Cultural Anthropology and Spanish Literature and Language from University of Southern California. She holds a M.S. in Education from Hunter College, City University of New York and a M.A. in Education Administration from California State University, Dominguez Hills.

References:

- American Psychological Association, Undocumented Americans, <http://www.apa.org/topics/immigration/undocumentedvideo.aspx>; <http://www.apa.org/topics/immigration/report.aspx>
- Bessel van der Kolk, <http://www.traumacenter.org>
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218. <http://doi.org/10.1007/s10648-009-9106-y>
- Child Trauma Academy (Dr. Bruce Perry) <http://childtrauma.org>
- Figley, C. (1995) Gift From Within-PTSD Resources for Survivors and Caregivers.
- <http://www.giftfromwithin.org/html/What-is-Compassion-Fatigue-Dr-Charles-Figley.html>
- Harris, N. B. (2014). The chronic stress of poverty: Toxic to children. *The Shriver Report*.
- *Helping Traumatized Children Learn*, Massachusetts Advocates for Children 2005
- Hull, R. & Rossen, E. (2013) *Supporting and Educating Traumatized Students: A guide for school-based professionals*. Oxford University Press, New York, NY.
- Jennings, P., Frank, J., Snowberg, K., Coccia, M., & Greenberg, M. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374-390.
- National Center for Trauma Informed Care <http://mentalhealth.samhsa.gov/nctic/>
- National Child Traumatic Stress Network <http://www.nctsnet.org>
- *The Heart of Learning and Teaching Compassion, Resiliency & Academic Success*, Wolpaw, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. 2009
- Lazarus, R. S. (2006). Emotions and interpersonal relationships: Toward a person-centered conceptualization of emotions and coping. *Journal of personality*, 74(1), 9-46.
- *Understanding Traumatic Stress in Children* Bassuk, M.D., Ellen L.: Konnath LICSW, Kristina, Volk MA., Katherine T.
- Perry, B. (2014). The cost of caring: Secondary traumatic stress and the impact of working with high risk children and families. The Child Trauma Academy.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of educational psychology*, 104(3), 700.
- Tartakovsky, M. (2013). 10 Ways to Build and Preserve Better Boundaries. <http://psychcentral.com/lib/10-way-to-build-and-preserve-better-boundaries/>
- van Dernoot Lipsky, L. (2010). *Trauma stewardship: An everyday guide to caring for self while caring for others*.
- What about you? A Workbook for Those Who Work with Others. The National Center on Family Homelessness. <http://www.familyhomelessness.org/media/94.pdf>
- WBEZ. This American Life. (2012, September 14) 474: *Back to School*. Retrieved from: <https://www.youtube.com/watch?v=ak7o9npxWD4>
- Greenglass, E. R. (2002). Proactive coping and quality of life management.

