



Raising Resilience



Supporting School-Based Mental Health During and Post-Pandemic

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Definitions of Resilience

- ▶ Bouncing forward -- Walsh
- ▶ Ordinary magic -- Masten
- ▶ A stable trajectory of healthy functioning after a potential traumatic or aversive event- Bonnano



Resilience: More Definitions

Resilience refers to a pattern of positive adaptation in the context of significant risk or adversity (Masten, 2003)

Two fundamental judgments:

1. The person is doing “okay”
2. It occurs against a backdrop of risk or adversity



APA Resilience Definition

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.



APA Resilience Definition

A number of factors contribute to how well people adapt to adversities, predominant among them:

- the ways in which individuals view and engage with the world
- the availability and quality of social resources
- specific coping strategies i.e. social emotional learning tools

Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

Trauma Sensitive Schools: Universal Approach to Trauma



Students will not have the internal energy for learning and growth if their safety and belonging needs are not met first.

Building Trauma-Sensitive
Schools by Jen Aleander

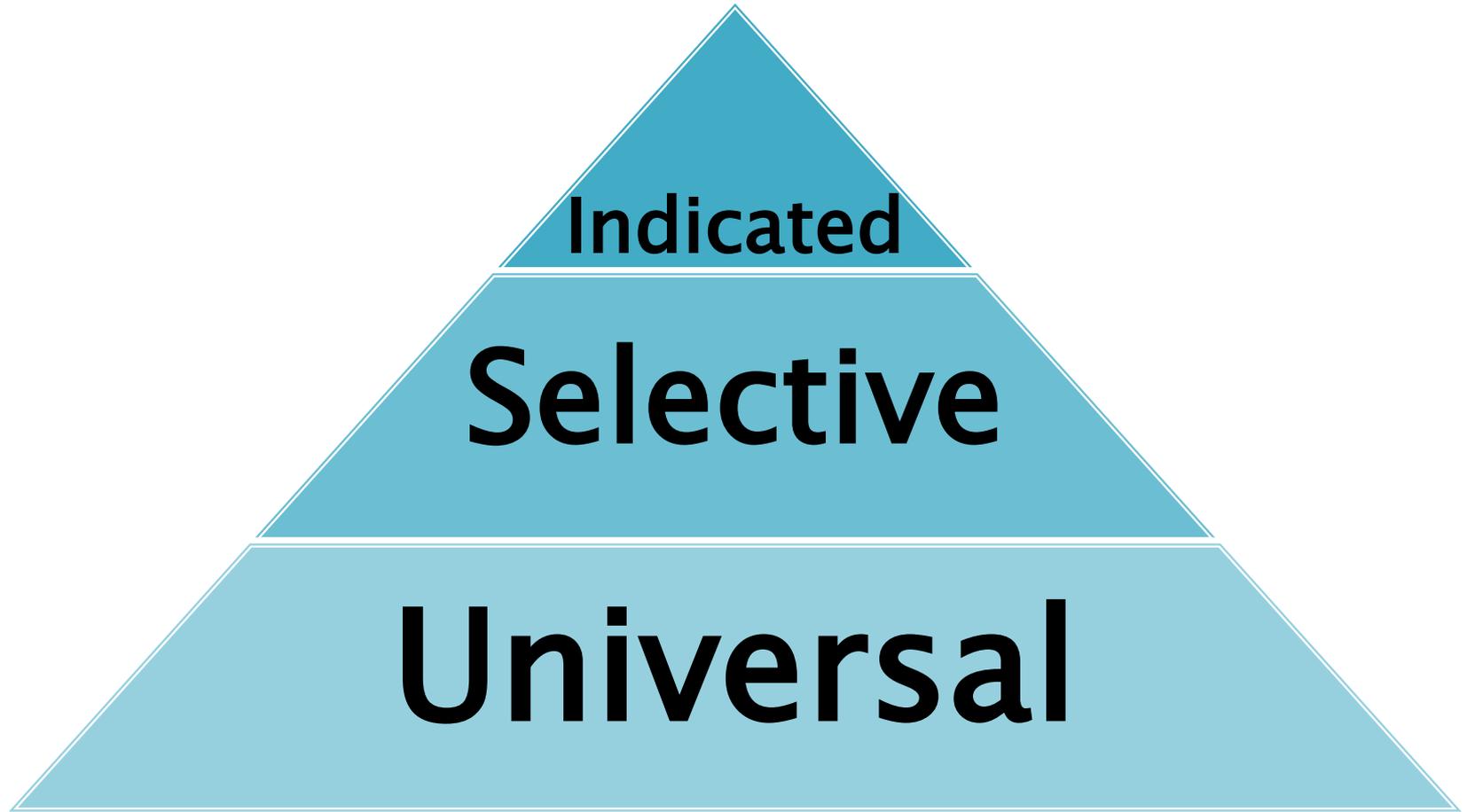
Viewing Children with a Trauma Informed Lens



- ▶ Ask not: *What is wrong with you?*
- ▶ Ask instead: *What happened to you?*

- ▶ Changes to: *This child is giving me a hard time!*
This child is having a hard time.

Response Model to Trauma



Toolkit For Re-Entry

TO THE

COVID CLASSROOM

Supporting Students'
Mental Health Needs

Including lesson plans for
educators of students PK – 12

Developed by:
OHEL's Department of
School-based Support Services

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Lesson Design

Lesson 1 – What Happened To Us?

This lesson explores the events and associated changes that occurred during the months of quarantine. In dealing with traumatic events, it is important to clarify basic information and address any misconceptions or questions that students raise during this lesson

Lesson 2 – How Are We Feeling; What Do We Need?

This lesson addresses the various feelings that are evident during and in the aftermath of trauma. The goal of this lesson is to convey a sense of safety, control, feelings of connection and hope.

Lesson 3 – Looking Forward

The last lesson provides a degree of acceptance of past disruptions and infuses students with hope and optimism for the upcoming school year. In this lesson students will be involved in a creative project that produces a positive lasting memory for the students which can be referenced during the year.

Preschool

Re-entry to the COVID Classroom

EARLY CHILDHOOD (PK-1) LESSON

Teddy Comes to Class

Introduction

Young children living through the COVID-19 pandemic, quarantine, social isolation and civil unrest have been exposed to traumatic events.



Typical emotional reactions to trauma such as fear, worry and anxiety have been noticed among young children. Children are excellent observers but not the best interpreters of the events that they have witnessed. Therefore, it is important that children who have experienced trauma receive clear age appropriate information and an opportunity to process their emotions and feelings. All children do not react to traumatic events in the same way. However, this brief curriculum assumes all young children will benefit from a universal application of the lessons presented. The primary purpose of the early childhood **Re-Entry to the COVID Classroom** curriculum is to clarify information and to provide emotional support to young children by addressing the symptoms associated with trauma exposure and by helping them feel safe and strong as they return to the classroom.

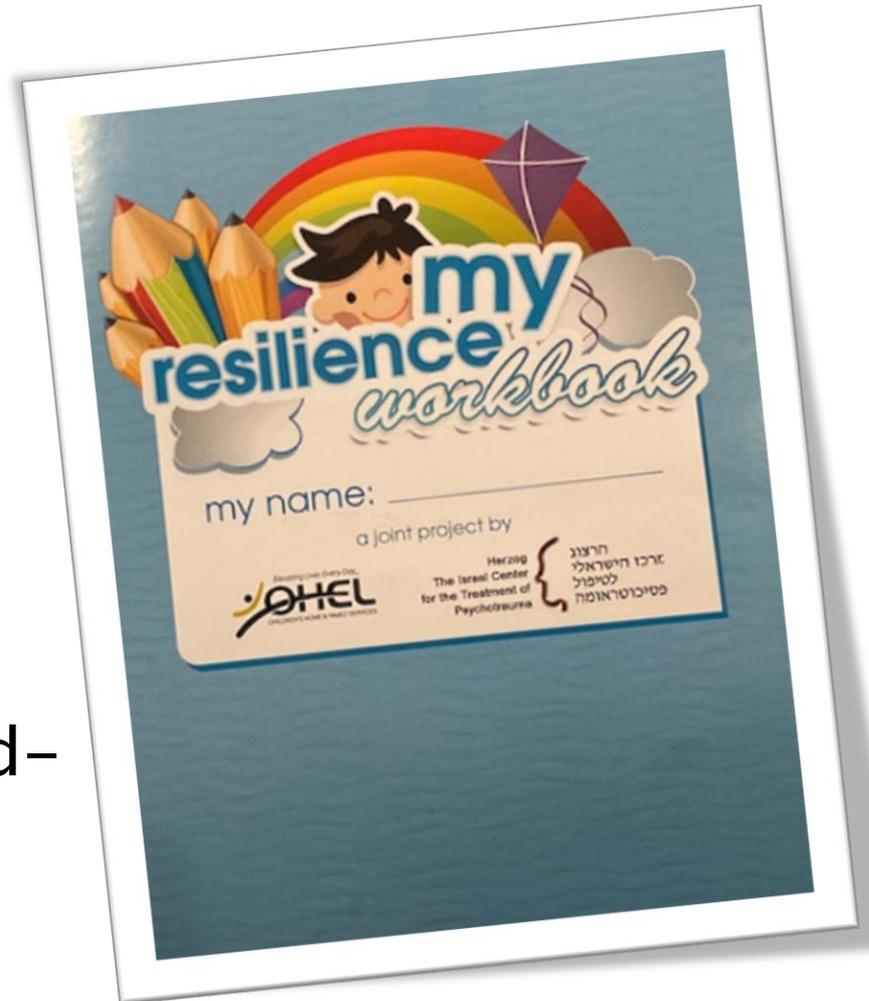
This unit of three lessons is entitled Teddy Comes to Class. These lessons take advantage of two features of early childhood development: **imaginative play** and **transitional objects**.

Imaginative play is the manner and fashion through which children try to understand the often confusing and complex world they live in. Through the playful manipulation of dolls, action figures and the like, children "experiment" with various predicaments and outcomes much as the adult does through thought and cognition.



My Resilience Workbook, Adapted by Ohel

- ▶ **Hurricane Version** –
Hurricane Sandy,
Hurricane Harvey
- ▶ **Wildfire Version** – the
California Wildfires
- ▶ **General Version**
- ▶ **Covid Version:** My Covid-
19 Resilience Workbook





MY COVID-19 RESILIENCE WORKBOOK

MY NAME: _____



IN COLLABORATION WITH



CAN YOU TELL HOW I FEEL?

CONNECT A LINE

from the feeling to
the matching face.
Match the feeling to
the face with and
without a mask.

		
	SAD	
	CALM	
	ANGRY	
	HAPPY	
	WORRIED	

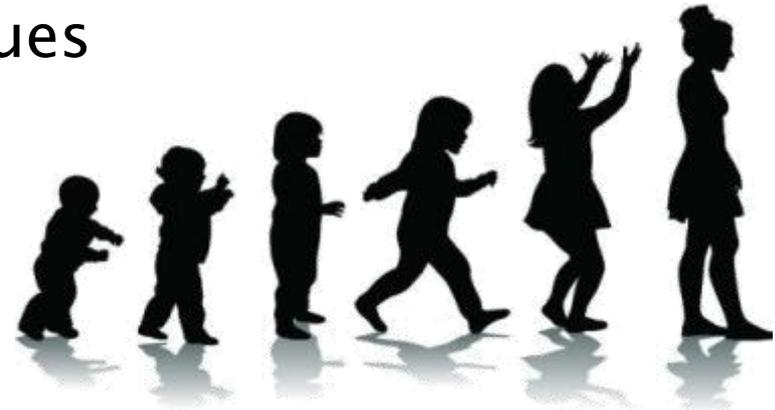
Purpose Of The Workbook

- ▶ Tool for Check-In
- ▶ Mind-body connection
- ▶ Coping Skills
- ▶ Social connections
- ▶ Hope & resilience
- ▶ Social Emotional Learning



A Developmental Approach to Implementation of the Workbook

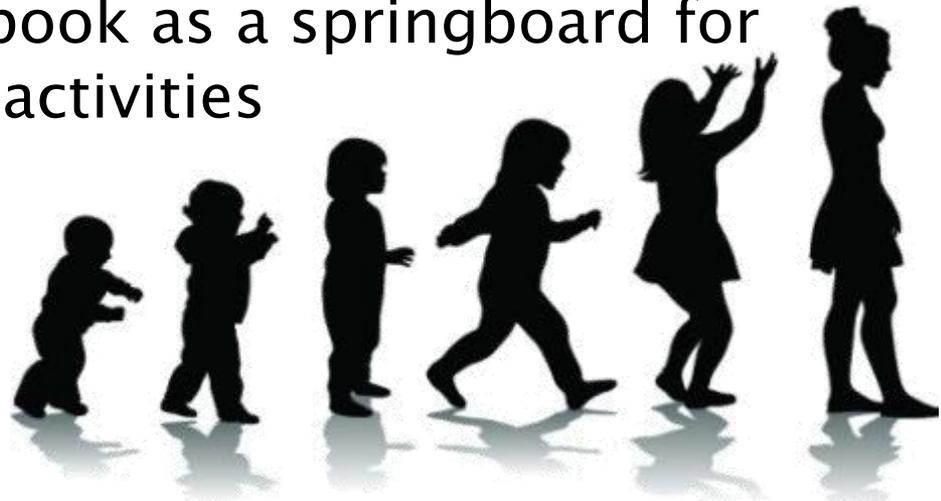
- ▶ Workbook suitable for ages 5–10
- ▶ Younger children (ages 5–7)
 - Teachers read and explained more
 - Done in small groups
 - Provided an opportunity for teachers to talk with children about a variety of issues
 - More drawing than writing



A Developmental Approach to Implementation of the Workbook

▶ Older Children (8–10)

- Work independently on workbook
- Entire class works on the same
- Writing and drawing
- Teachers used the workbook as a springboard for discussion or additional activities



THIS IS ME

Draw yourself.
You can choose to put your mask on, or leave it off.

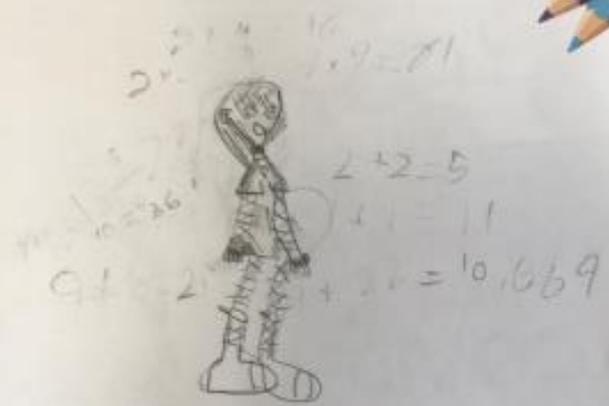


How I feel with my mask on uncomfortable

How I feel with my mask off free

THIS IS ME

Draw yourself.
You can choose to put your mask on, or leave it off.



How I feel with my mask on Blind

How I feel with my mask off Like I totally know what 9+5=14

THIS IS ME

Draw yourself.
You can choose to put your mask on, or leave it off.



How I feel with my mask on uncomfortable and hot
How I feel with my mask off cold and better

A tool for checking in on students' concerns & questions

THIS IS WHAT I KNOW ABOUT COVID-19

I know about covid-19 is, that killed people, we need to be 6 feet apart or 3 feet apart, it is a virus and wear masks.

THESE ARE QUESTIONS I HAVE ABOUT COVID-19

Why do we need to be 3 or 6 feet apart? how was it created? how long will it last? and is there a new kind

①

THIS IS WHAT I KNOW ABOUT COVID-19

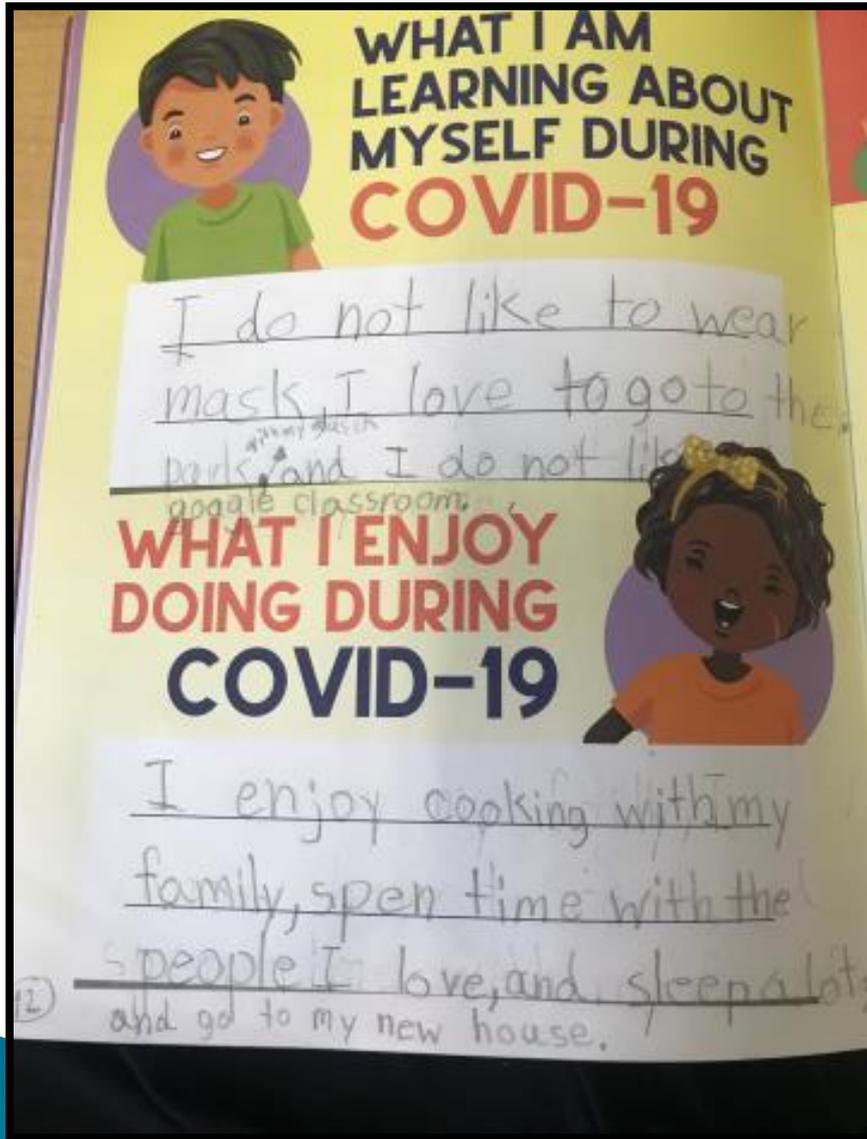
if it deadly. The delta virus is stronger than covid-19. We have to stay 6 feet apart.

THESE ARE QUESTIONS I HAVE ABOUT COVID-19

Will covid-19 end in 2022? when this ends will another virus come?

Does covid affect animals?

Integrating the covid experience

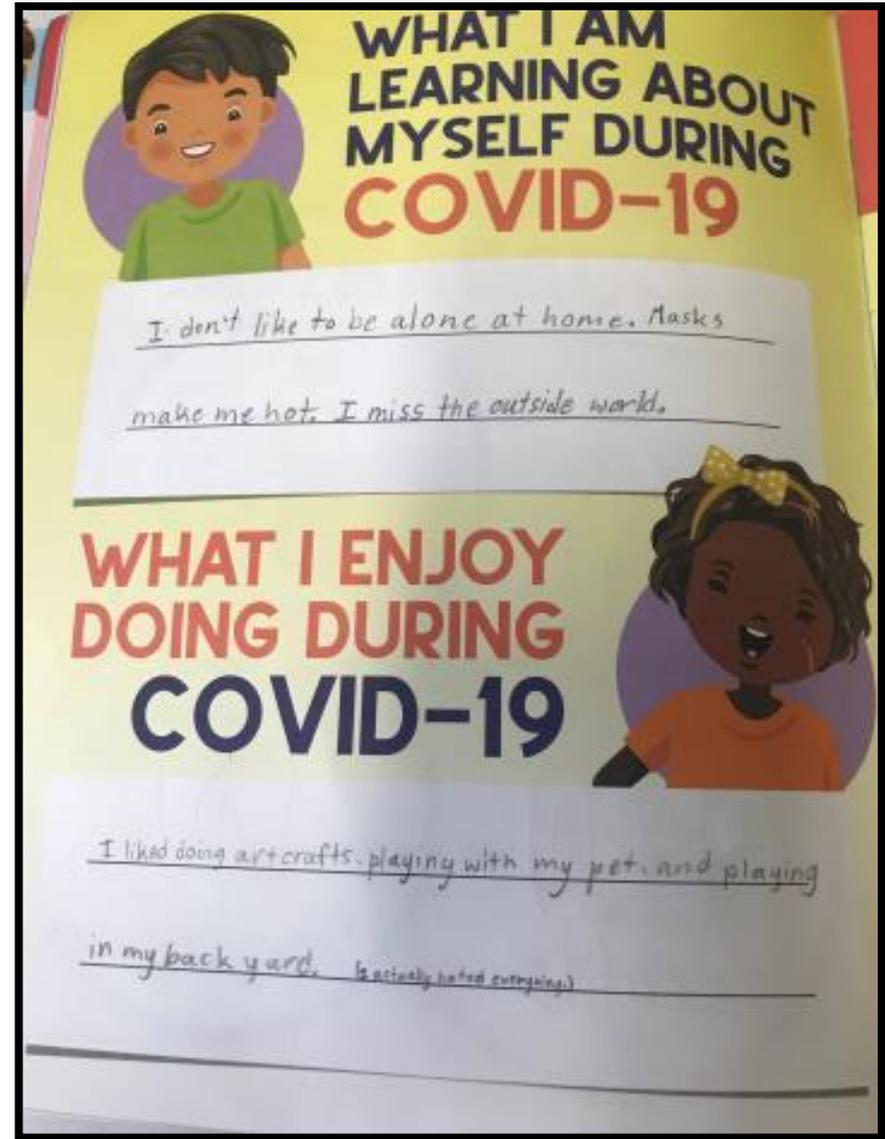


WHAT I AM LEARNING ABOUT MYSELF DURING COVID-19

I do not like to wear mask, I love to go to the parks ^{with my class} and I do not like ^{google classroom}

WHAT I ENJOY DOING DURING COVID-19

I enjoy cooking with my family, spend time with the people I love, and sleep a lot, and go to my new house.



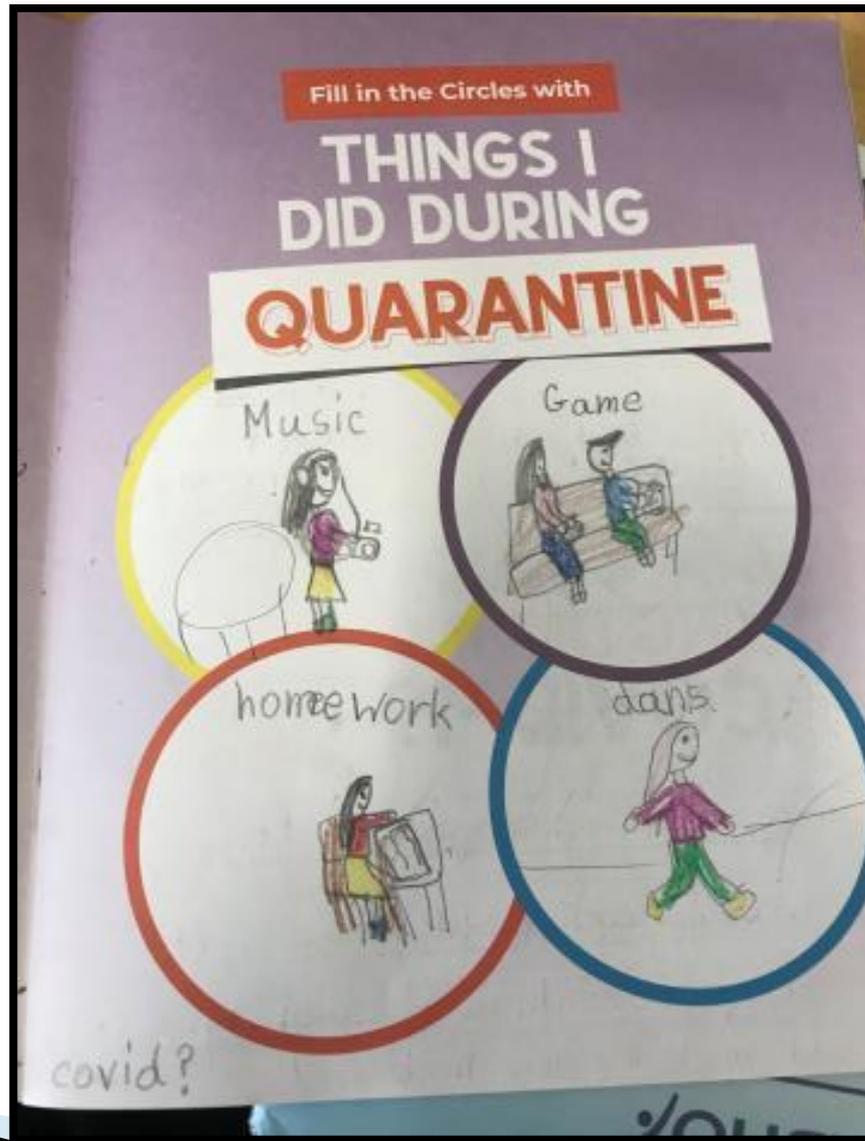
WHAT I AM LEARNING ABOUT MYSELF DURING COVID-19

I don't like to be alone at home. Masks make me hot. I miss the outside world.

WHAT I ENJOY DOING DURING COVID-19

I liked doing artcrafts, playing with my pet, and playing in my back yard. ^(actively hated everything)

Integrating the Covid experience



Social Emotional Learning

WHEN I FEEL HAPPY ...

I jump around and try to do stuff to calm me down... later.

VERY
A LOT
MEDIUM
A LITTLE
NOT AT ALL

HOW HAPPY DO I FEEL...

WHEN I FEEL HAPPY THIS IS HOW I SHOW IT: by laughing and smiling.

WHEN I FEEL HAPPY MY BODY FEELS: out of control. Jumpy high energy, eager to do things.

WHAT I DO TO FEEL HAPPY: play around, do some thing I like: play with my turtle, Candy.

THINGS THAT MAKE ME FEEL HAPPY: my turtle, and my family.



WHEN I FEEL SAD...

HOW SAD DO I FEEL...



WHEN I FEEL WORRIED...

HOW WORRIED DO I FEEL...



when I feel angry...



when I feel angry this is what happens in my body:

It feels as if
it is going to
burst

things that make me feel angry:

When my brothers
come into my
room!

people can tell when I am angry because:

I act
angry

when I feel angry it helps me to:

when I am
angry I run
to the kitchen
to get a drink

where do I feel?

sad



happy



angry



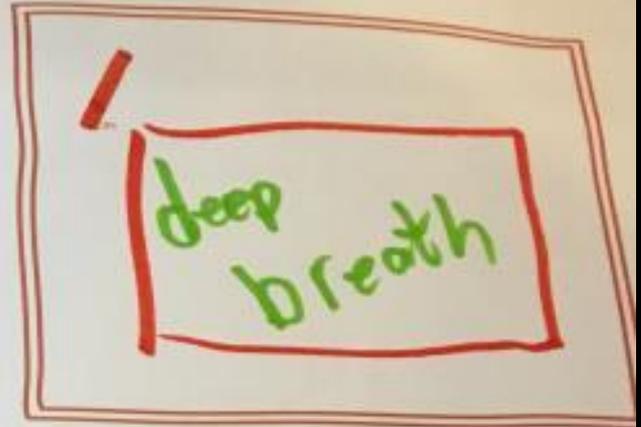
surprise



time to show where you feel this feeling in your body

20

what helps me calm down



draw a circle around the things that help you



speaking with my mom or dad



playing with friends



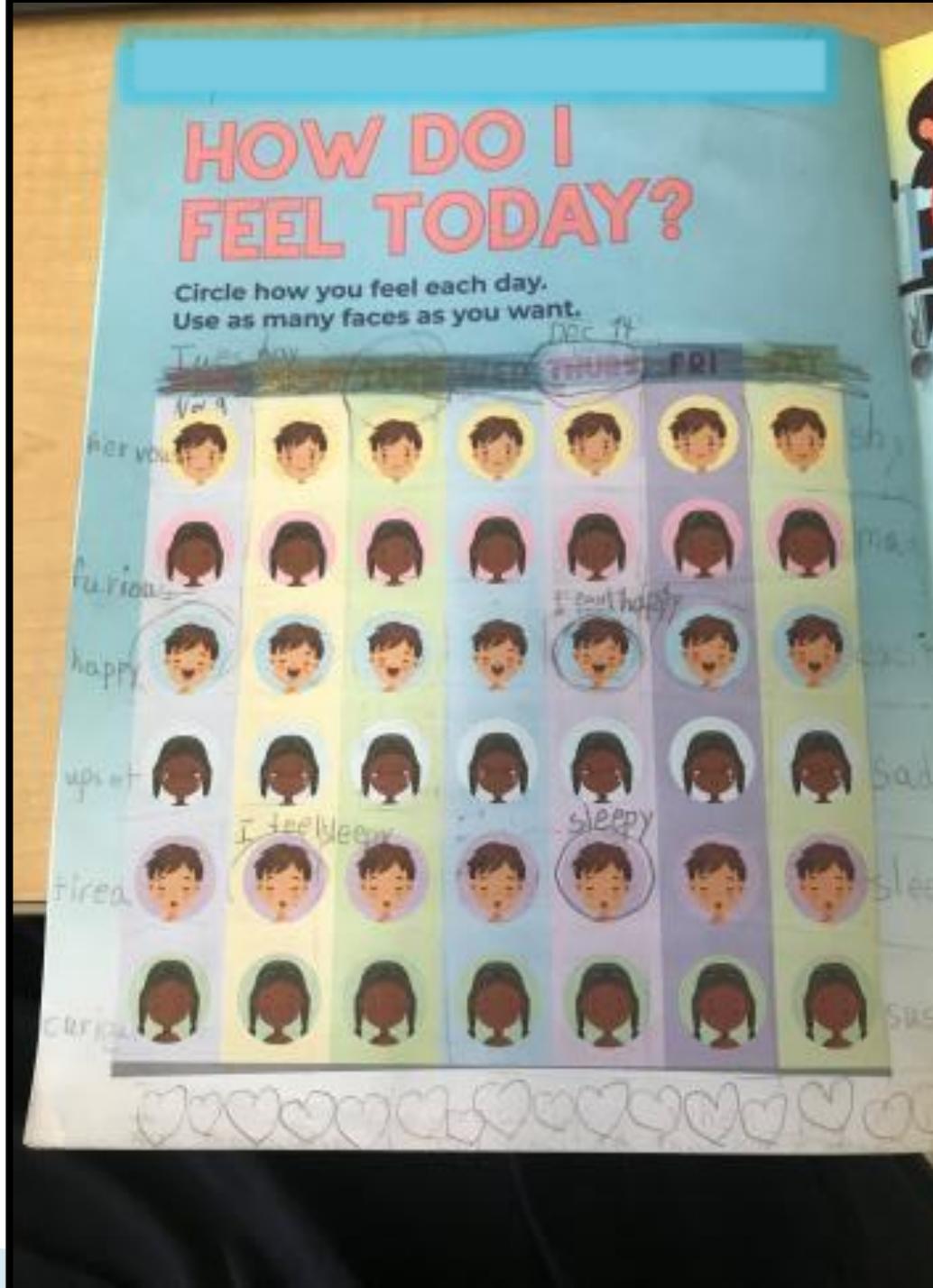
music



reading

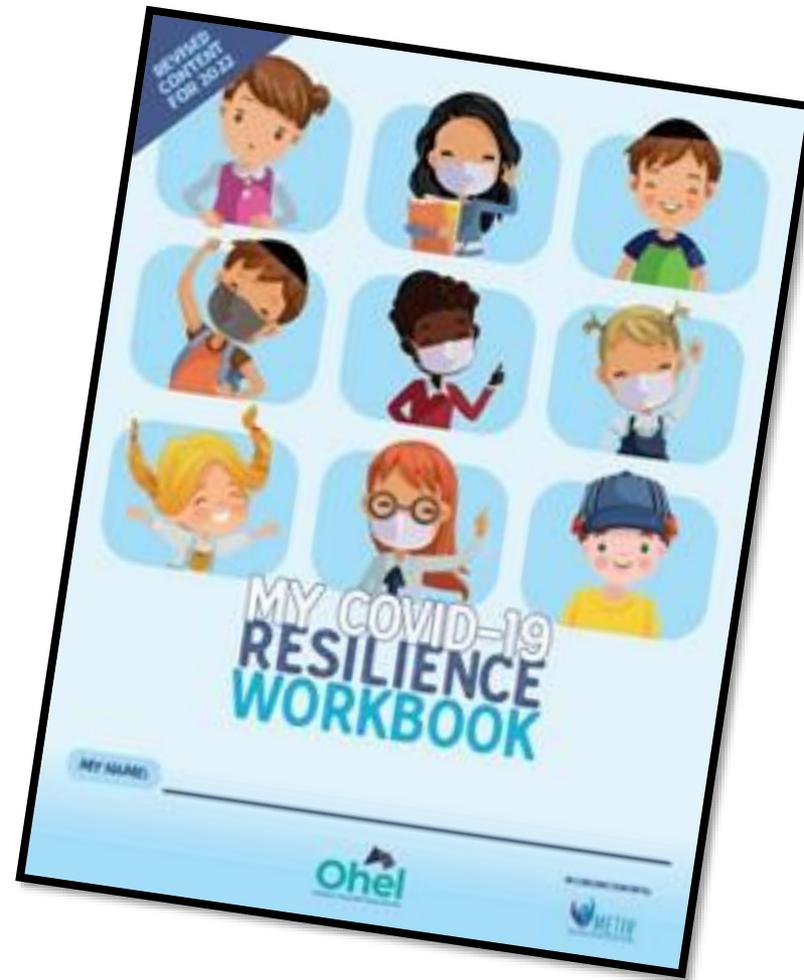
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Emotional Self-Regulation



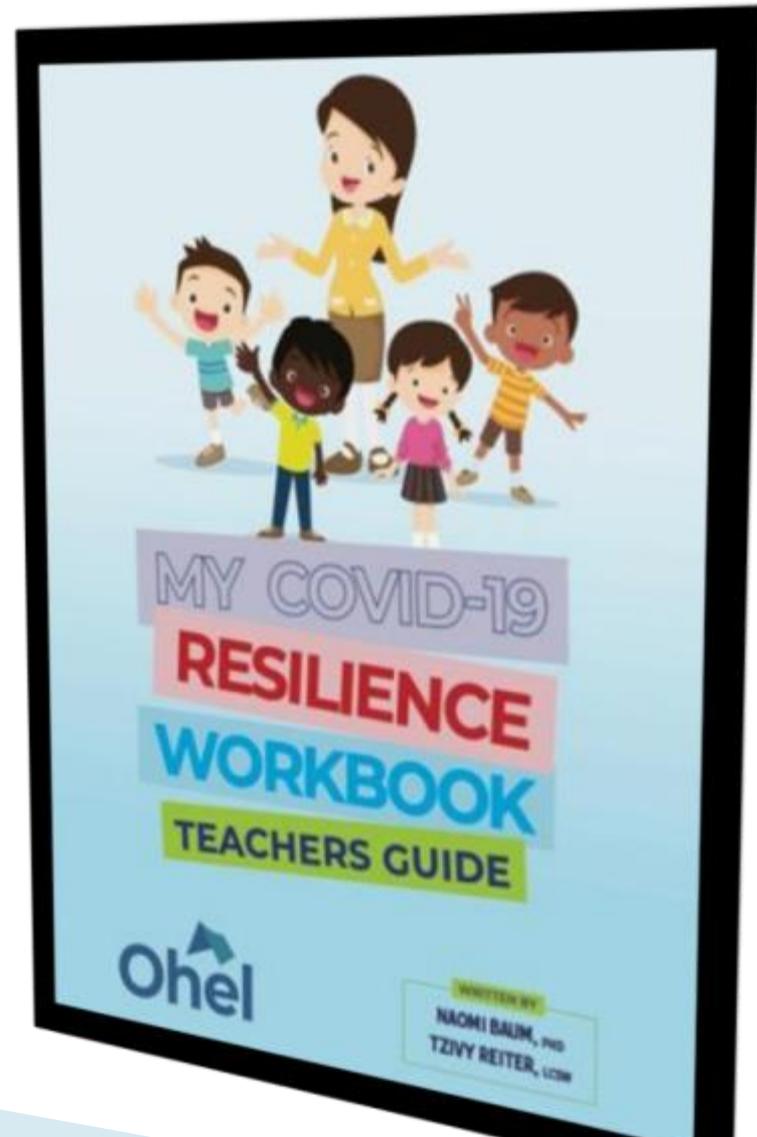
My Covid-19 Resilience Workbook: Data

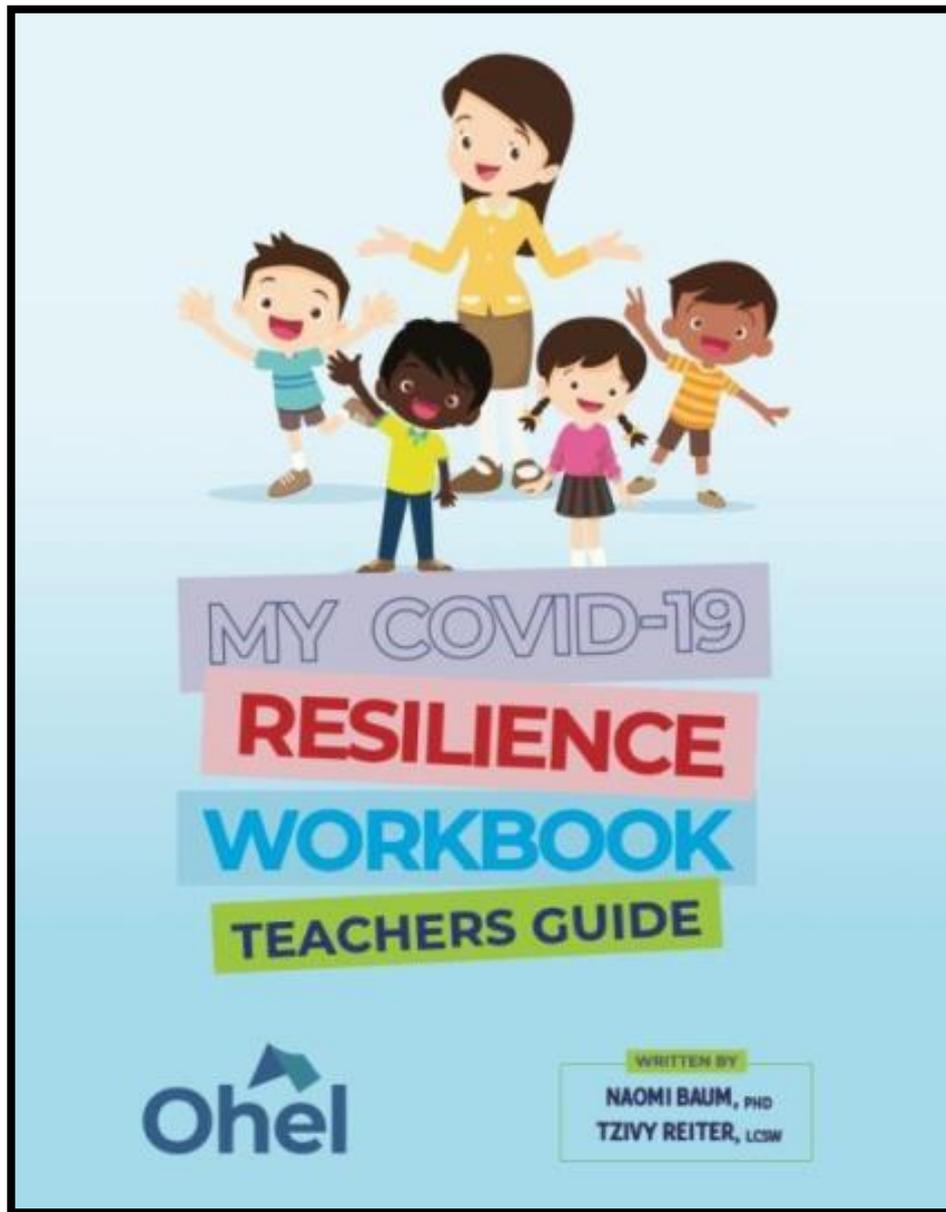
- ▶ 26 schools
- ▶ 9000 hard copies completed by children
- ▶ 2600 additional digital downloads
- ▶ Available in English and Hebrew
- ▶ Available in Secular and Yeshiva versions



Teacher & Parent Training

- ▶ Teacher Training Webinars: 246 teachers
- ▶ Teacher's Guide
- ▶ Parent Webinars: 2000 participants





How to Use the Workbook: A Developmental Guide

This is a personal workbook for each child. For many children this may be the first time that they are doing activities that reflect on themselves and their emotions. It is important to reassure them that there are no right or wrong answers, and that they can share or keep their answers to themselves.

How you choose to implement the workbook in your classroom depends a great deal on the ages of the children you teach. Children aged 5-7 will need a great deal of support and assistance in using the workbook. The teacher will need to both read and explain each page to the children. Some children will need more direction than others. It is highly recommended that teachers introduce the workbook to children in small groups of 4-6 children. If this is not possible, it is important

to ascertain that children have understood the instructions. The teacher should move around the classroom as the children work on this activity, and be available for questions, concerns or any sharing that comes up. One or two pages at a time is sufficient when working with the younger age groups.

At the beginning, before working on a given page, the teacher can introduce the idea, and explain it in his or her own words so that the children understand what the activity entails. A discussion about the concept can precede working in the workbook. With children who do not read, the teacher must read



the instructions or the prompt aloud, and have children draw their responses. The teacher should be available for questions, guidance or direction. Once the children complete a page or two, it is recommended that the teacher capitalize on the opportunity to have a meaningful conversation about the subject that has been the focus in the workbook. This can open the lines of communication between teacher and child about difficult issues that are often unspoken. The classroom discussion can also help to consolidate ideas presented in the workbook. You may use this as an opportunity to introduce additional enrichment activities to deepen the child's awareness whether it is about feelings, self-regulation,

coping or hope.

Once children have mastered reading, they can approach the workbook more independently, and will need less guidance from the teacher. From approximately ages 8-10, the class can work as a group on specific pages. The advantage of pacing the children and having them work on the same pages simultaneously, is that it enables the teacher to use the workbook as a jumping-off point to hold significant conversations, that otherwise might be difficult to initiate. It also allows a more shy or reserved child to experience and learn vicariously through the other students. Additionally, teachers can identify areas where students would benefit from additional activities on the given topic, whether it be



Exploring Emotions & Emotional Regulation cont.

FLOWER & CANDLE

Prepare cardboard cutouts of a flower and a candle. Have the children color them in, to make them their own. When they have completed the coloring, initiate a conversation about what we do with flowers. The goal is to arrive at smelling the flower. Practice smelling at the beginning of each day. This is the "inhale." Now move on to the candle. What is a candle used for and what can you do with a candle? Blowing it out, such as birthday candles, is one example. Practice blowing out the candle with them. This is the "exhale." Have the children hold both pieces of cardboard,

and practice smelling the flower and blowing out the candle three or four times. Ask the children how they feel. This is an opportunity to talk about relaxation, stress response, and how we can use the flower and candle exercise. You can use the flower and candle at the beginning of each day, and notice how this calms the classroom down.



ADDITIONAL BREATHING EXERCISES MAY INCLUDE:



- **Bubble breathing-** Using bubbles to teach deep breathing (see Supplementary Activities)
- **Counting the breath-** Count to four on the in breath and to five on the out breath.

Introducing work on emotions with students, which is the major focus of this workbook, means that the classroom work will shift from acquiring knowledge, to expression, identification, and understanding of various emotional states. Beginning with happy, you are encouraged to discuss with children when they feel happy, what do they do when they are happy, where do they feel happy in their body, how do they know they are happy, and can other people tell when they are happy. Using acting, singing, movement, and discussion are all good ways to explore emotion. It is recommended that in introducing the emotions, the focus in any given session be on a single emotion, so that the children can fully internalize the concepts behind the emotion. However, reference can and should be made to emotions that have been explored previously, or have been encountered in the workbook.

An additional feature of emotions, is the notion that a person can experience more than one emotion at a time. Once each emotion is individually explored, this concept is an important one to introduce. One way to approach this is by talking about a sandwich cookie, or an actual sandwich. There is the bread, the main filling, such as cheese, and some additions, perhaps: mayonnaise, lettuce, tomato, or other toppings. Using this metaphor for emotions can encourage children to recognize that emotions are not unidimensional, all or nothing. While in the workbook we address one emotion at a time, and in initial classroom discussions you may do so as well, you are encouraged to discuss the complexity of emotions.



Observations / Reflections

- ▶ User Friendly Tool
- ▶ Easy to implement in the classroom
- ▶ Reference for Check-In
- ▶ “Children are excellent observers & poor interpreters”
- ▶ Most successful outcomes reported when teachers had ownership of the process

Best Practices in Implementation

- ▶ Done a little at a time; i.e.; 1–2 pages a week
- ▶ Starting point, not ending point
- ▶ Springboard onto other activities/lessons
- ▶ Teacher owns the process, injects his/her own style into the process
- ▶ Teacher models skills used; teachers model social emotional language used in the workbook, in the classroom.



Future Plans

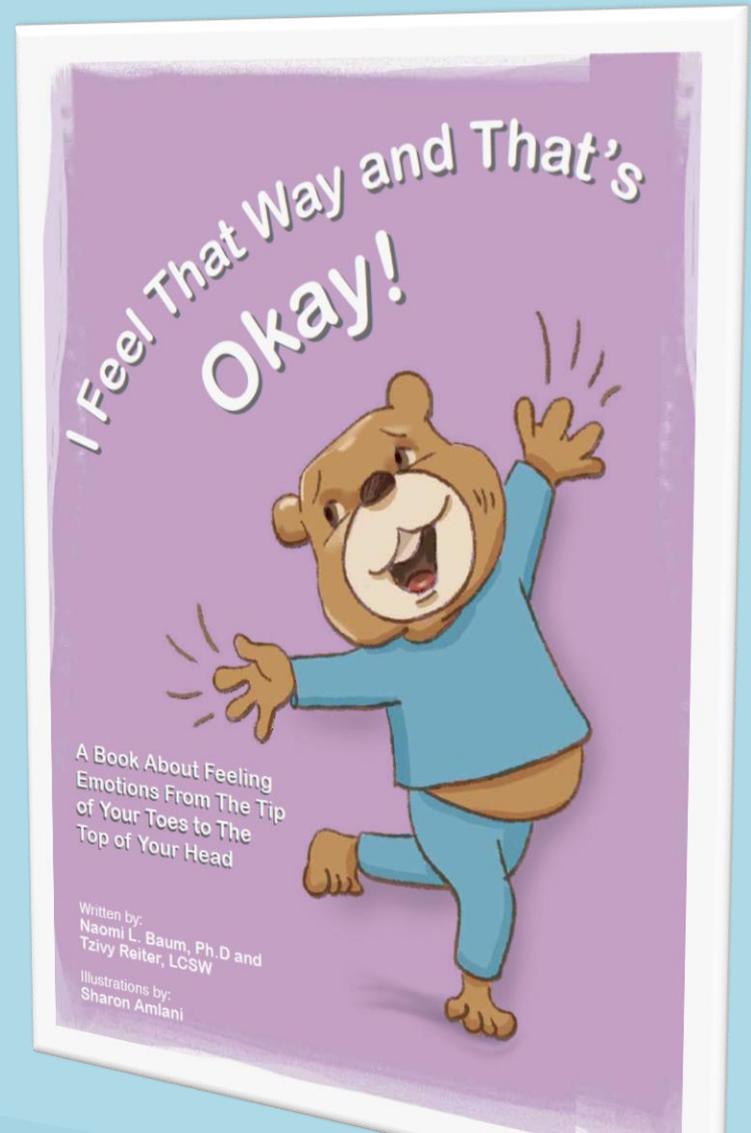
(March 2023)

- ▶ Updated version of the workbook
- ▶ Additional content:
 - Self-Compassion
 - Interoception
 - Identifying Coping Streams
 - Holding More Than One Feeling at Once



“I Feel That Way And That’s OK”

*“In response to our preschool teachers,
- Story telling more appropriate than a workbook”*



Concepts Addressed

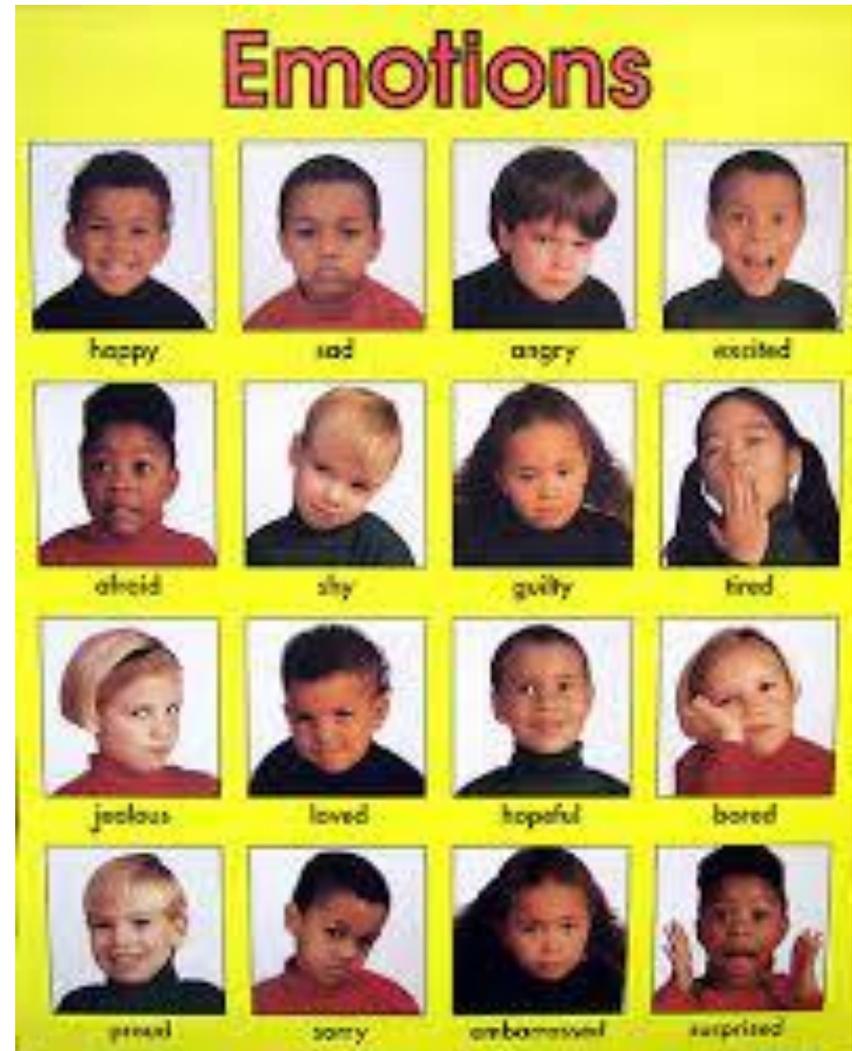
1. Emotions
2. Interoception
3. Coregulation
4. Communication
5. Attachment



Express Feelings

Using words and face
to show emotions
(Name it – Tame it)

- ▶ Happy
- ▶ Sad
- ▶ Angry
- ▶ Worried
- ▶ Calm



Interoception

How my body feels when I am . . .

Happy

Sad

Angry

Worried

Calm



Debbie takes a deep breath, and then another one. "Ahhh. I don't feel happy, worried, angry or sad. I feel so calm," says Debbie.
"I feel that way and that's okay."



Where does Debbie feel **calm** in her body?



Teddy stomps his foot. He screams out loud.
"That was my favorite balloon!"

Teddy feels that way and that's okay.



Where does Teddy feel **angry** in his body?



Communication, Attachment Bearing Witness

- ▶ Safety
 - ▶ Silence
 - ▶ Validation
 - ▶ Being present
 - ▶ Holding the emotion
- 
- A photograph of a woman and a young girl sitting on a light-colored sofa. The woman, on the right, has long brown hair and is wearing a grey textured cardigan. She is looking towards the girl. The girl, on the left, has long blonde hair tied up in a bun and is wearing a white polka-dot blouse with a dark bow at the neck. They are both looking down at a book or document held by the girl. The background is a bright, slightly blurred indoor setting with a white door and some greenery.

"Your egg was precious to you. It's okay to feel sad," Mommy says.

Suzu curls up in the pond and cries. Mommy, Teddy, Debbie and Timmy feel sad with her.

"Sometimes, talking about our sad feelings can help," Mommy says.



Co-regulation

Infants and young children do not have the biological capacity to complete the stress cycle. That ability is built over time through a multitude of co-regulation experiences.



Co-Regulating with the child “not expecting the child to self- regulate”



not just saying
'calm down' but
getting down on
the child's level
and helping
them get into a
state of calm.

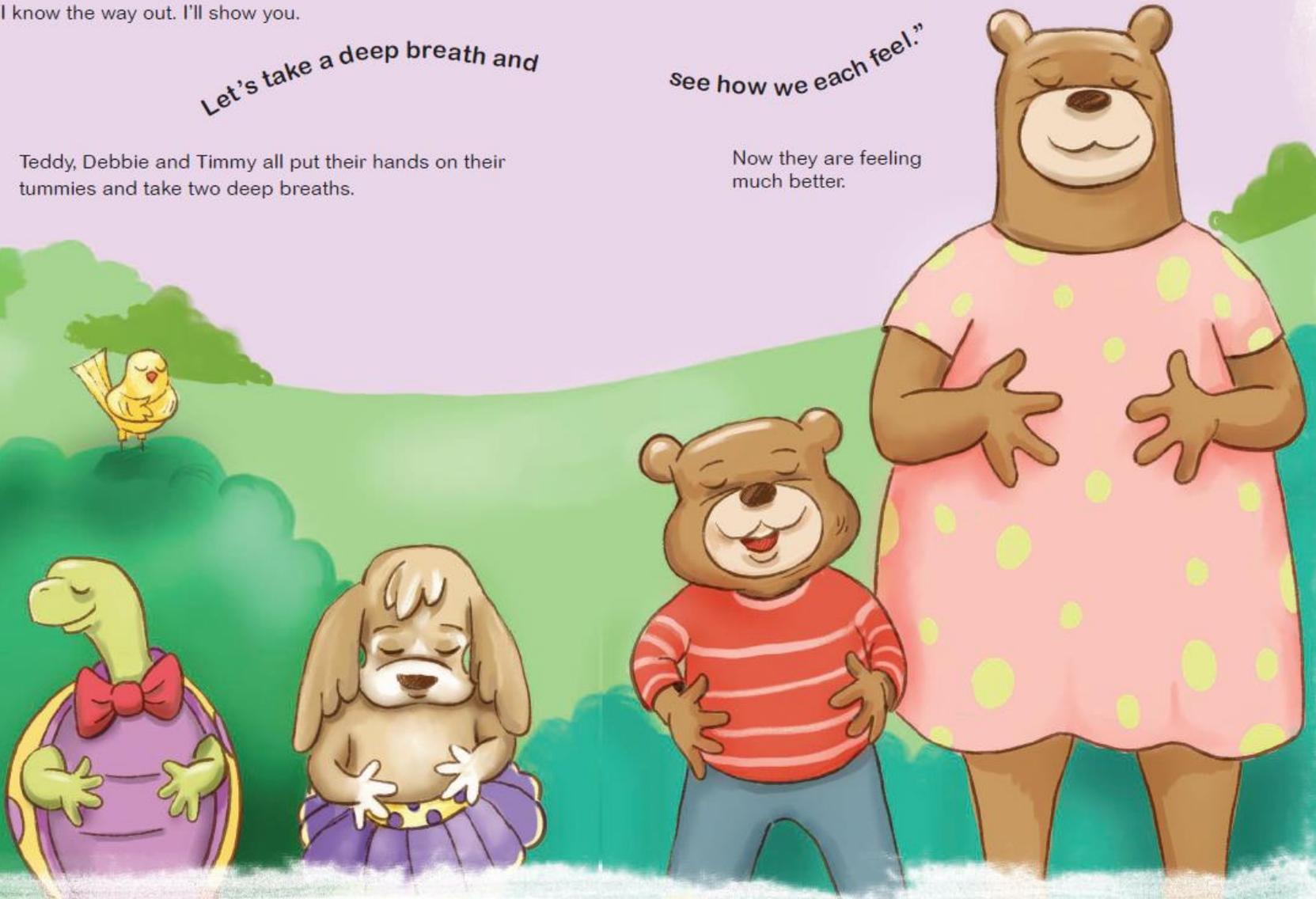
"I know the way out. I'll show you.

Let's take a deep breath and

Teddy, Debbie and Timmy all put their hands on their tummies and take two deep breaths.

see how we each feel!"

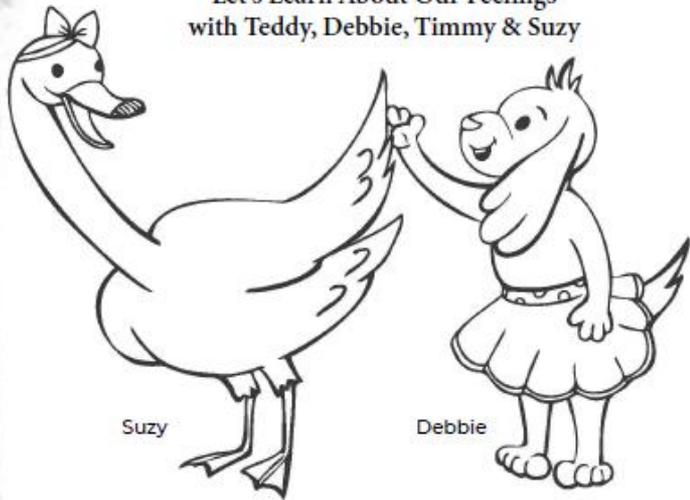
Now they are feeling much better.



Supplementary Tools

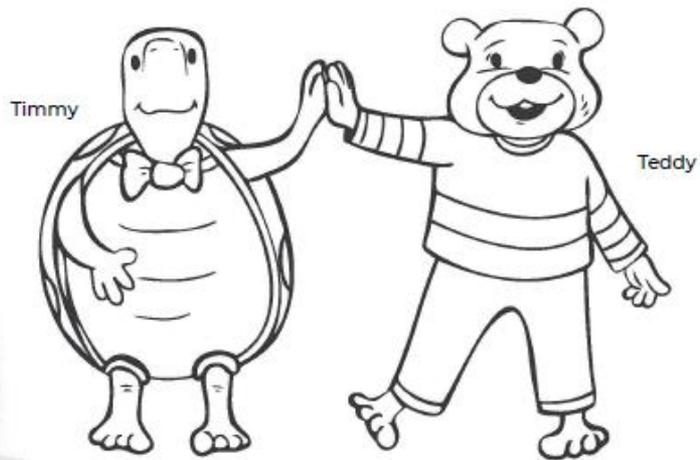
- ▶ Coloring Pages
- ▶ Teacher's Guide
- ▶ Reinforce Concepts Used
- ▶ Provide More Teaching Material
- ▶ Easy To Implement

Let's Learn About Our Feelings
with Teddy, Debbie, Timmy & Suzy



Suzy

Debbie



Timmy

Teddy

Meet Alex, Sarah, Kelly, David & Sam



Alex

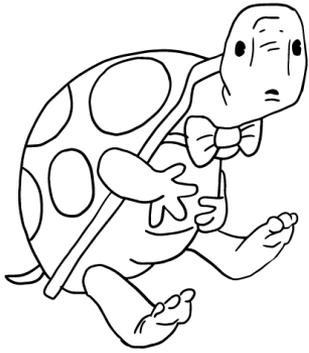
Sarah

Kelly

David

Sam

Can you guess how Timmy is feeling?



How can you tell?

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Can you guess how Kelly is feeling?



How can you tell?

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Draw something that makes you feel worried.

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What are some of the things that make you feel worried?



Stormy weather

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What are some of the things that make you feel worried?



Darkness

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Can you guess how Teddy is feeling?



How can you tell?

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Can you guess how Sam is feeling?



How can you tell?

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Draw something that makes you feel angry.

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What are some of the things that make you feel angry?



Being told "no"

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What are some of the things that make you feel angry?



Having to stop playing

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A Companion
Guide for

Teachers,

Parents &

Caregivers



I Feel
That Way
and That's
OKAY!



A Book About Feeling
Emotions From The Tip of
Your Toes to The
Top of Your Head

Written by:

Naomi L. Baum, PhD & Tzivy Reiter, LCSW

INTEROCEPTION:



Where does Timmy the Turtle Feel Worry in his Body?

How does interoception relate to developing healthy pre-schoolers? Interoception, sometimes called the "eighth sense," refers to the awareness of the internal state of our bodies. How do I know that I am feeling the emotions I am experiencing? Interoception will guide you. Interoceptive awareness is key in the development of self-regulation and can aid the adult in co-regulation with the young child. An important part of learning about emotions is learning to pay attention to what the various parts of the body are telling us.



Interoception, sometimes called the "eighth sense," refers to the awareness of the internal state of our bodies.



Integrating the mind and body, via developing the sense of interoception, creates the pathway to healthy emotional development in the pre-school child. In ***I Feel That Way and That's Okay!***, an emphasis is placed on how the different emotions are very specifically experienced, in not just the faces, but in the bodies of the characters. With each emotion, there is a page detailing where and what sensations children may experience in their bodies.

Continuing the conversation, teachers and parents can explore with children how our feelings impact our bodily sensations, and our behavior.

Integrating the mind and body, via developing the sense of interoception, creates the pathway to healthy emotional development in the pre-school child.

SUPPLEMENTARY ACTIVITIES:

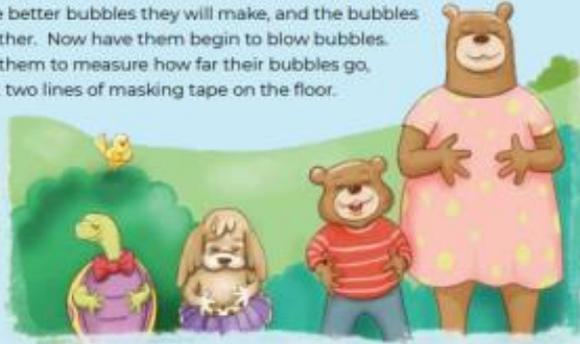


1. Flower/Candle Breathing:

Prepare cardboard cutouts of a flower and a candle. Have the children color them in, to make them their own. When they have completed the coloring, initiate a conversation about what we do with flowers. The goal is to arrive at smelling the flower they have drawn, and practice smelling the flower. This is the "inhale". Now move on to the candle. What is a candle used for and what can you do with a candle? Blow it out, such as birthday candles, for example. Practice blowing out the candle with them. This is the "exhale". Have the children hold both pieces of cardboard, and practice smelling the flower and blowing out the candle three or four times. Ask the children how they feel. This is an opportunity to talk about relaxation, stress response, and how we can use the flower/candle exercise. You can use the flower and candle at the beginning of each day, and notice how this calms the classroom down.

2. Bubble Breathing:

To practice belly breathing, give each child a bottle of soap bubbles with a wand. Have them set the bottles down, put one hand on their chest and the other hand on their belly. Practice bringing the breath down to their bellies. Explain that the softer and smoother they breathe, the better bubbles they will make, and the bubbles will float farther. Now have them begin to blow bubbles. If you want them to measure how far their bubbles go, you can put two lines of masking tape on the floor.



4. Puppets:

Create puppets using any method you would like. These can be made from paper bags, socks, popsicle sticks, paper plates or any type of paper. They can be hand puppets or finger puppets. Each puppet will represent a different emotion. Have the children name the puppets and the emotions. Next, tell a story using the puppets. Then, you can ask the children to tell a story using the puppets. If you have a puppet theatre in your classroom, keep the emotion puppets in a separate box for these activities.

Alternatively, you can cut out the characters from the coloring pages and use them as puppets by gluing them onto popsicle sticks. You can act out the scenes from the book or create new ones.



5. Box of Treasures:

Have the children bring in shoe boxes. Provide markers, glitter, feathers and stickers, and instruct the children to decorate their boxes. This box is their special "treasure chest." It will be used to store treasures that make the child feel calm and safe. Use words like calm, calm down, happy, feel good,

What is the added value?

- ▶ Structured activity
- ▶ Promotes communication with adults
- ▶ Allows for non-verbal expression
- ▶ Provides a vehicle for learning about emotions and coping
- ▶ Highly transferrable



What is the added value?

- ▶ Tool for teachers that allows them to check in without creating a burden of creating a new curriculum
- ▶ Replicable
- ▶ Easy to implement in the classroom



From Resilient Tools



to Resilient Schools

“It begins not with easy answers, but with difficult questions about how a school best responds to all of its students, including those who have experienced adversity”

(Helping Traumatized Children Learn, Vol 2).

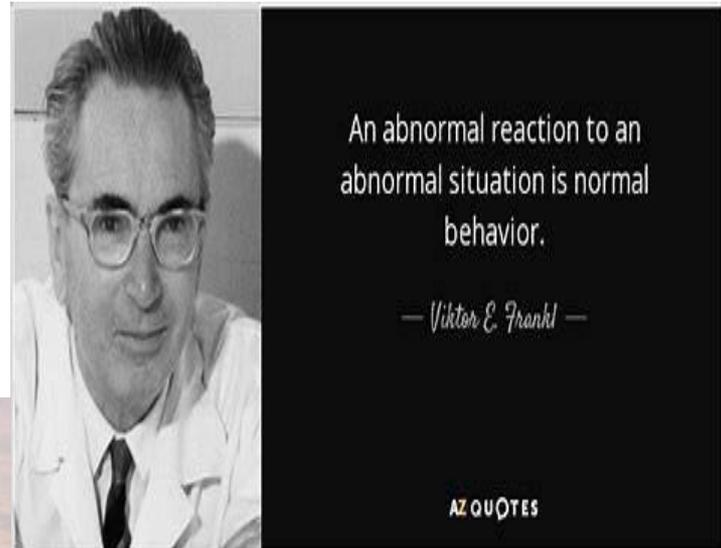
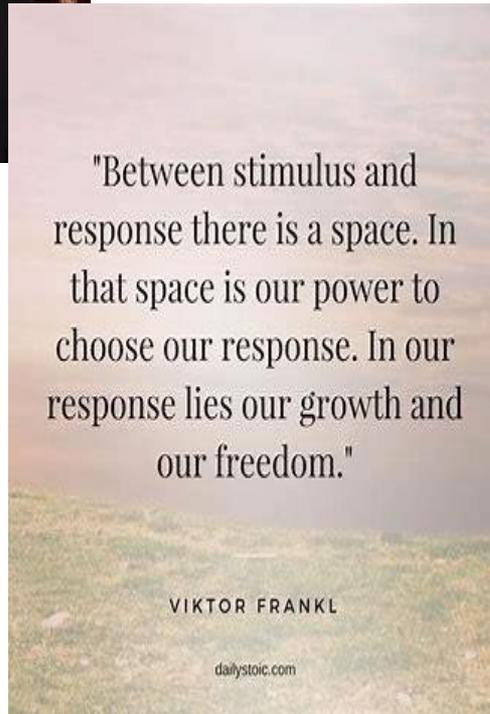
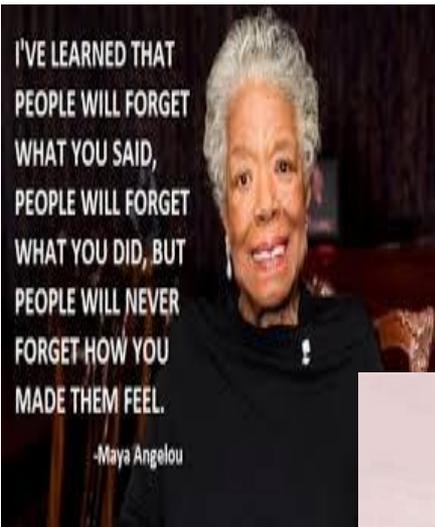


Today's Teaching Climate

- ▶ ***“My criteria for those who are coming into my office is that they must be able to manage their emotion, manage how they handle themselves, be able to interact with the very difficult environment that they are about to encounter” – NY Times 12/18/21. The No.1 Skill Eric Adams is Looking For (It's Not on a Resume)***
- ▶ “Shared traumatic reality” (Baum, 2010); global collective trauma
- ▶ Fostering resilience: Universal Precautions – prevent mental health impact of COVID-19 just as we would mitigate the spread of the virus
- ▶ Focus on creating conditions for thriving – empowerment to create schools and communities that are safe, welcoming and inclusive.
- ▶ Impact of Stress on Educators
- ▶ Educators as deputy mental health professionals/problem solvers/frontlines...



SQUARE PEGS, ROUND HOLES
Whose needs are we meeting?





BE HERE. BE YOU. BELONG.

*This school belongs
to all of us.*



In the wake of the pandemic,
reducing stress is not the same as
building resilience and wellbeing...



Resilience as a Parallel Process

“I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners – or they don’t go at all” (Barth, R., Learning by Heart, 2001)

Resilience

- ▶ Resilience is a muscle we can build
- ▶ Created where there is resistance
- ▶ Bouncing forward, not back
- ▶ Becoming, more than overcoming
- ▶ Can vary over time and by domain



OHEL's Resilient Schools



STAFF
DEVELOPMENT



COACHING &
IMPLEMENTATION
TEAM



SOCIAL-
EMOTIONAL
RESOURCES



PARENT
EDUCATION

Ohel's Resilient Schools Initiative

Two school-based Resilience Models

- ▶ **BRI Model** – “Building Resilience Intervention” is a research-based method that was developed in Israel for staff and students in the wake of terrorism and war, and has been used successfully for twenty years both in Israel and around the world by Dr. Naomi Baum (Baum, 2004; Baum et al. 2009; Baum et al, 2013; Baum et al, 2018).
- ▶ **Trauma Sensitive Schools Model**– Originally coined by the Massachusetts Advocates for Children, Trauma Sensitive Schools is an evidenced based trauma-informed model for school systems fostering a culture and mission surrounding trauma education and sensitivity. (TLPI, 2004)

Building Resilience Intervention

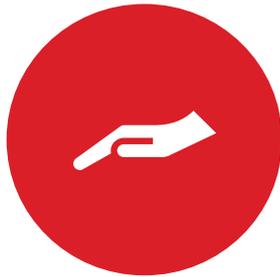
(Baum, 2004; Baum et al. 2009; Baum et al, 2013; Baum et al, 2018)

Fours Ss:

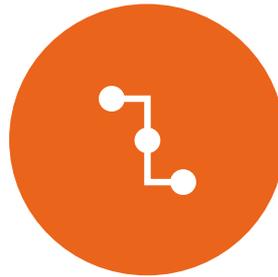
- Self-awareness & Self-Regulation
- Support for Feelings
- Strengths & Personal Resources for Coping
- Social Significance, Meaning & Hope



3 Pillars of Emotional Resilience



SAFETY



CONNECTION



EMOTION
REGULATION

Resilient, Trauma-Informed Schools

- ▶ **Educate** and empower staff, students, and parents on trauma sensitivity, emotional awareness, and how to apply these concepts in their own lives.
- ▶ Ensure emotional and physical **safety** for all staff and students.
- ▶ Intentionally create opportunities for **relationship** building.
- ▶ View students **holistically** and increasing cultural sensitivity.
- ▶ Support choice, **control**, and autonomy for staff and students.
- ▶ Use a **collaborative** approach with administration, staff, students, and parents.

Resilient, Trauma Sensitive Schools

- Provide opportunities to **build relationships**; ensuring that each student has a strong relationship with at least one adult in school.
- Encourage **empowerment**; improving students' sense of **autonomy and control**.
- Demonstrate **unconditional positive regard for students**.
- **Maintain high expectations** for all students, including the students experiencing trauma directly.
- Create **reliable, safe, and supportive** learning environments for students who have experienced adversities and trauma.

Trauma Sensitive Core Principles

- 1**
Understand trauma and its impact.
- 2**
Believe that healing happens in relationships.
- 3**
Ensure emotional and physical safety.
- 4**
View students holistically.
- 5**
Support choice, control, and empowerment for students, staff, and families.
- 6**
Strive for cultural competence.
- 7**
Use a collaborative approach.

Traditional vs Trauma-Informed Perspectives

Traditional

- “What is wrong with this child?”
- Child is misbehaving on purpose.
- Individual
- Authority/Power/Control
- Punitive/ Punishment
- Support is left to mental health professionals.

Trauma-Informed

- “What happened to them?”
- Child is reacting automatically to stress and perceived threats.
- Environment
- Flexibility/Collaboration
- Strength-Based/Empowering.
- Shared Responsibility - We all have a role in healing.

When little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.

-L.R. Knost

©charndave

You are not in trouble.

@TeachMrReed

Can you tell me what
happened?

@TeachMrReed

I am not mad at you.

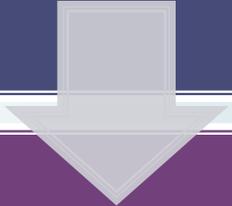
@TeachMrReed

I am here to help if you
need me.

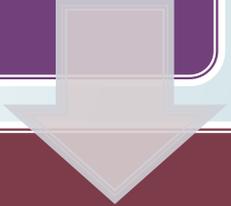
@TeachMrReed

Significance of Resilience in Schools

Stress/trauma and resilience are two sides of the same coin. By addressing trauma, we increase resilience. By increasing resilience, we reduce the impact of stress and trauma.



The 3 pillars of resilience for all: **safety, regulation, and connection** – educators and children need to feel safe, have strategies to identify and regulate their emotions and feel connected to others.



Schools can provide children with a safe environment and trustworthy adults that they can connect with and train them to identify and regulate their emotions.

An Overview of Ohel's RSI

- ▶ Training for Administration
- ▶ All-Staff Psychoeducation & Sensitization Training
- ▶ Pilot Group Training:
 - Blend of Resilience-based & Trauma-Sensitive Tools
 - Psychoeducation
 - Experiential tools for Educators & Students
- ▶ Coaching: Educator Wellbeing & Tools for Personal/Classroom Implementation
- ▶ Social-Emotional Learning Tools in the Classroom
- ▶ Lead/Implementation Team
- ▶ Self-Assessment Tool as Guide

RSI Self-Assessment Tool

- ▶ Sample categories:
 - Enhancing resilience
 - Trauma-informed lens
 - School environment
 - School-wide policies and procedures
 - Classroom practices
 - Staff support, self-care and wellbeing
 - Mental health support and alliance
 - Family alliance
 - Community alliance
 - Policies around grief and loss

RSI Sample Self-Assessment Tool Items: Trauma-Informed Lens

- Foundational training on trauma and its impact on learning, behavior and relationships at school is provided to **all** staff (i.e., teachers, administrators, bus drivers, office staff, nurses, paraprofessionals etc.)
- Staff are supported regularly to develop their knowledge and understanding of trauma and resilience-building practices.
- Consultation with a trauma specialist is available and provided as needed.
- Background information and trauma history is provided to teachers regarding students, and is reviewed and updated as necessary
- Educators consider the role that trauma may serve in underlying students' learning difficulties, as well as their social, emotional, and behavioral challenges.
- Discipline policies view students' behavior through a trauma sensitive lens, balancing accountability with an understanding of the role of trauma, i.e., an attitude that “this student is having a hard time” vs. “this student is giving me a hard time.”

RSI Sample Self-Assessment Tool Items: Policies Around Grief and Loss

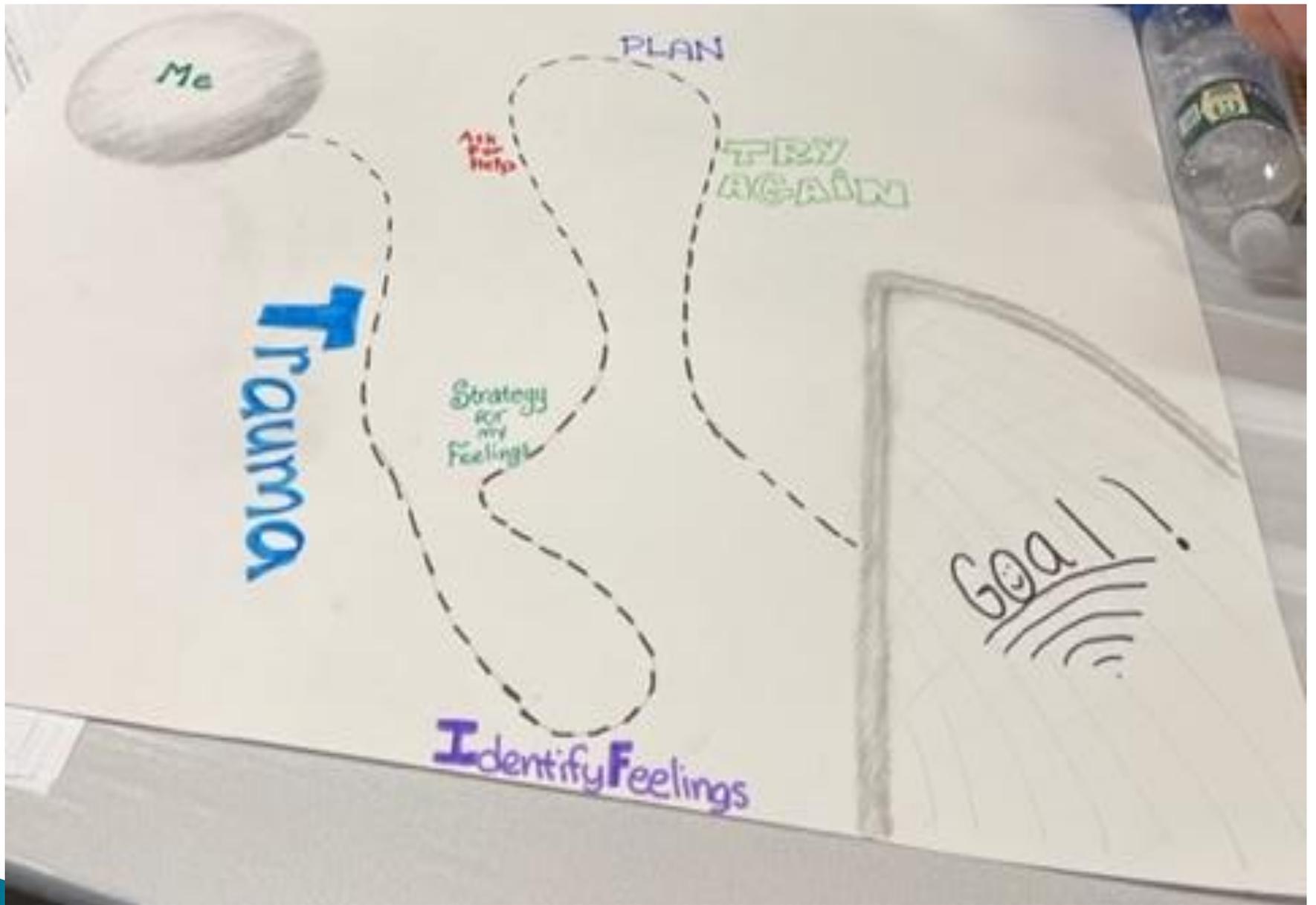
- School provides education and training to staff regarding grief and loss
- Consultation with a grief specialist is available as needed
- Teachers are notified if they have students who have experienced a loss – both recently or many years back
- The school has a plan to navigate grief and loss within the school community, that includes communication with teachers, parents and students when a loss has occurred, and providing grief education to teachers and students.
- Multi-generational school programs are planned with sensitivity.
- Grief responses are not pathologized but are understood within the context of being a normal response to an abnormal situation.
- Care is taken to assign one staff member to “check in” with students affected by grief, but in general grieving students are treated with normalcy and dignity.

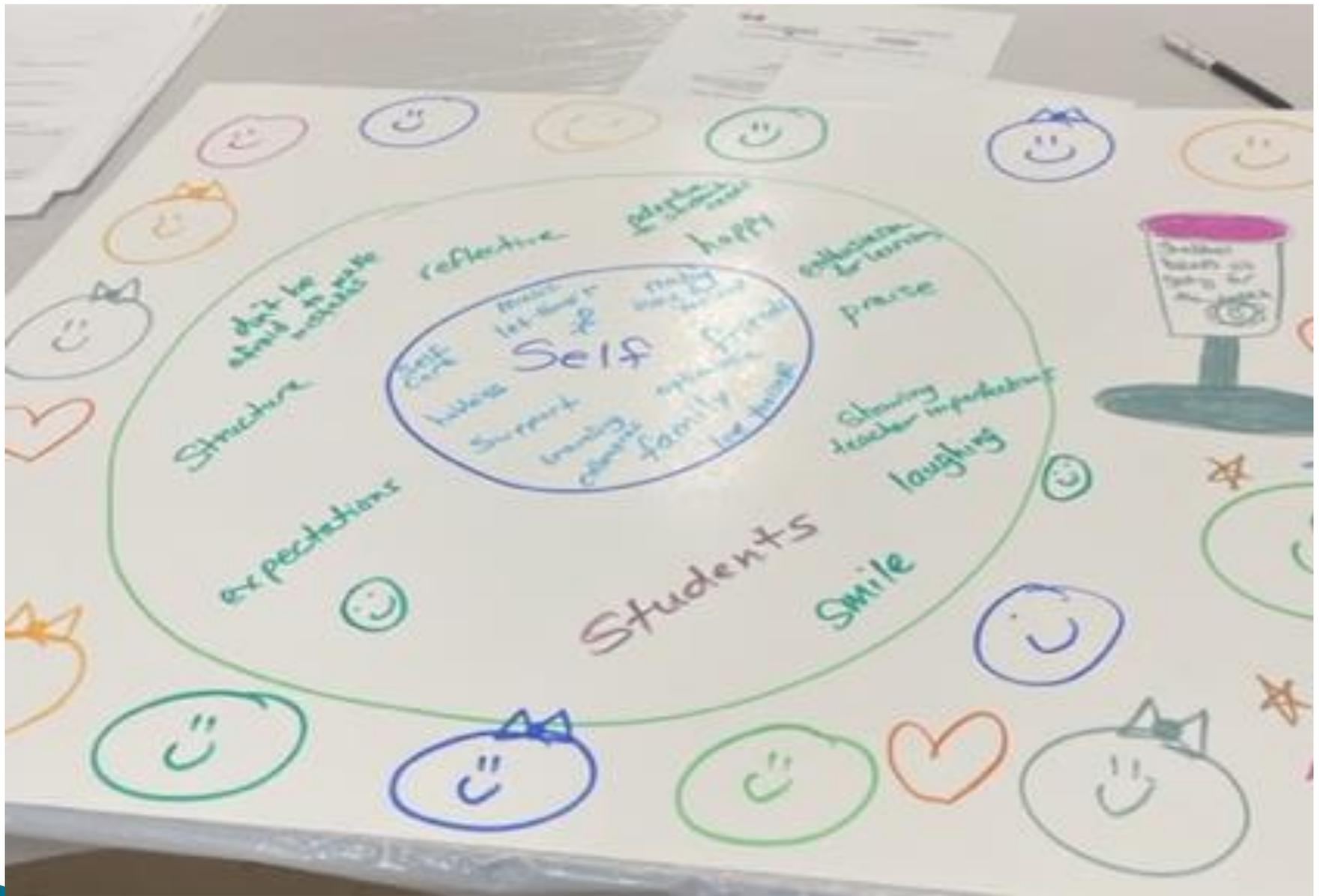


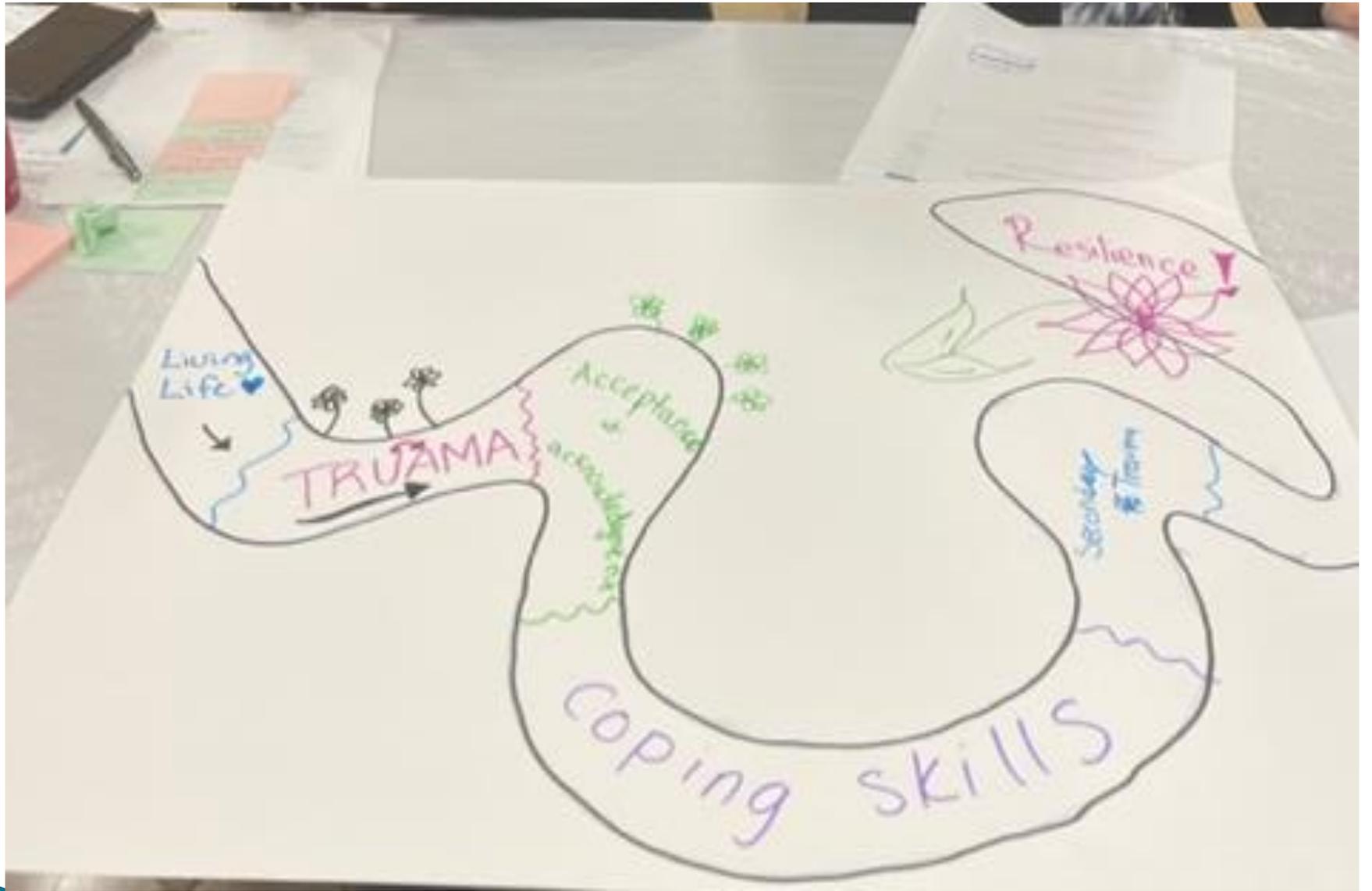
Mindful Moment

Sample Prompt: Create your own Roadmap for Resilience

- ▶ **WRITE:** What does resilience look like in yourselves? Your students?
- ▶ **DISCUSS:** How can we foster this in our classrooms?
- ▶ **CREATE & ILLUSTRATE:** Your Roadmap for Resilience

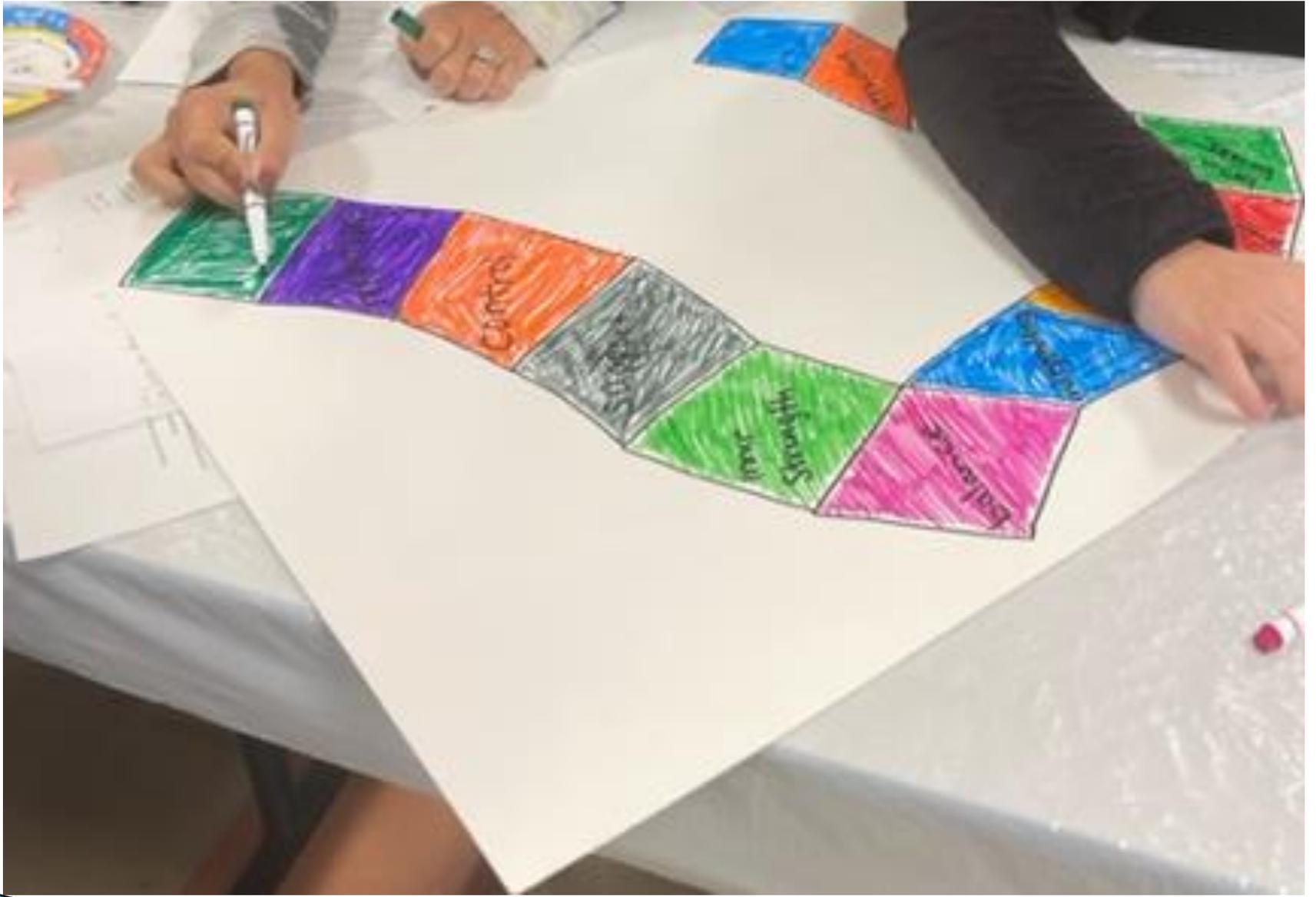


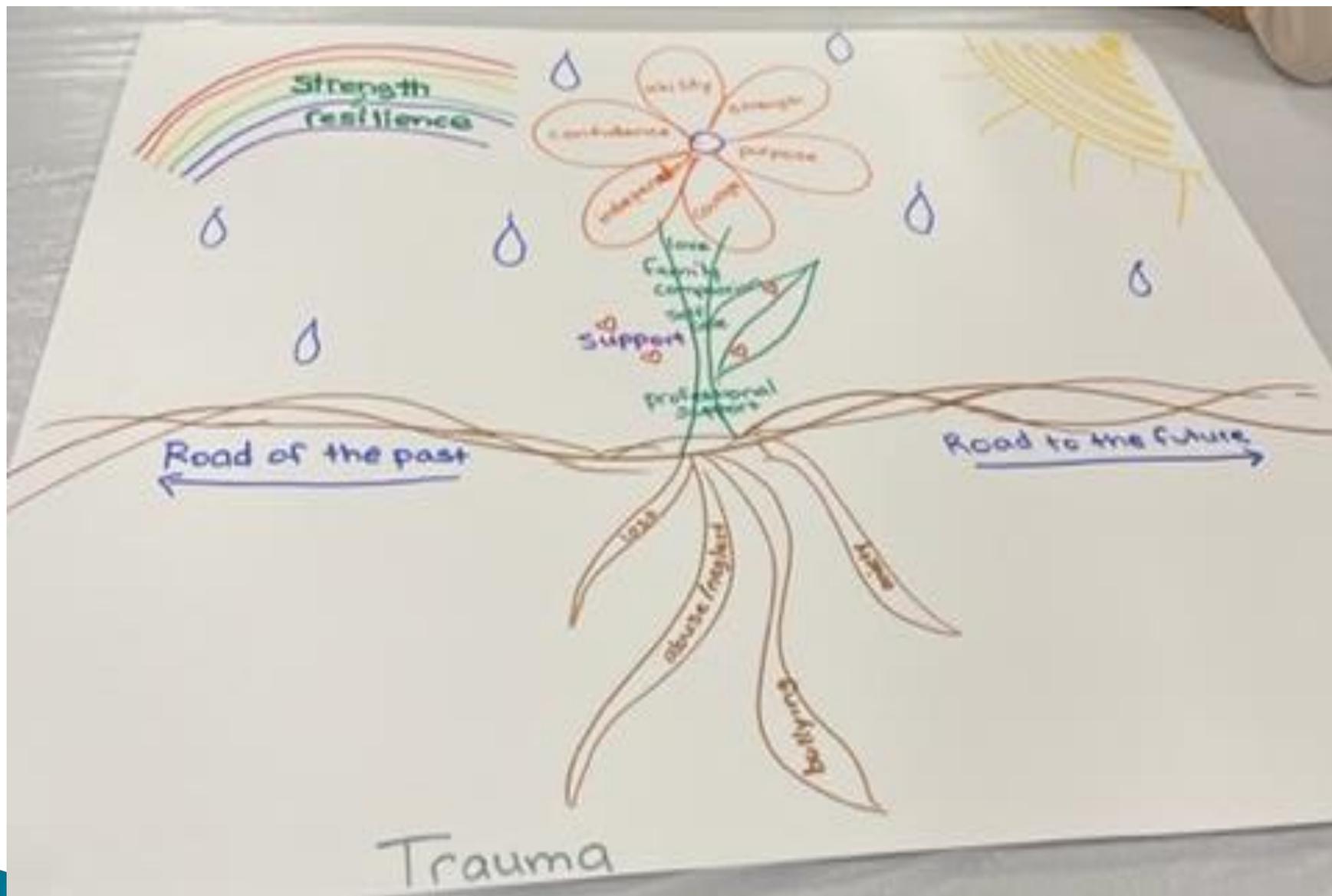


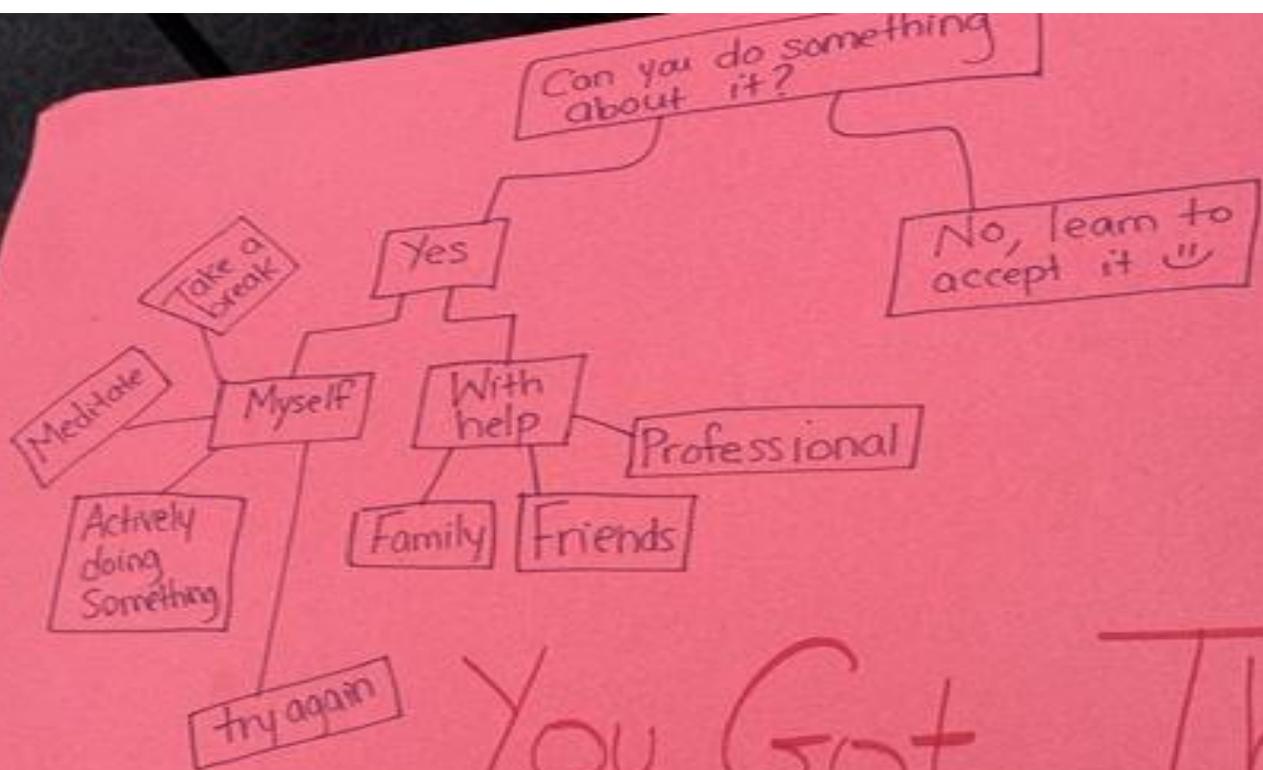












You Got This!

Resilience

Our lives

Our Students

Learning how to overcome

Take what is meant to knock you down to become even stronger

Helping each other

Believing in ~~ourselves~~ ourselves and others

Staying Strong

Being Brave

Getting Help if we need it

Talking about what is holding us back

Believing in yourself

It's a process !!!



Sample Prompt: Draw an Emotion Map



Happy (pink dot)
Nervous (green dot)
Excited (yellow dot)
Stressed (blue dot)
Open minded (orange dot)
Closed minded (red dot)
Tired (teal dot)



tired

frustrated

anxious

not focused

hope

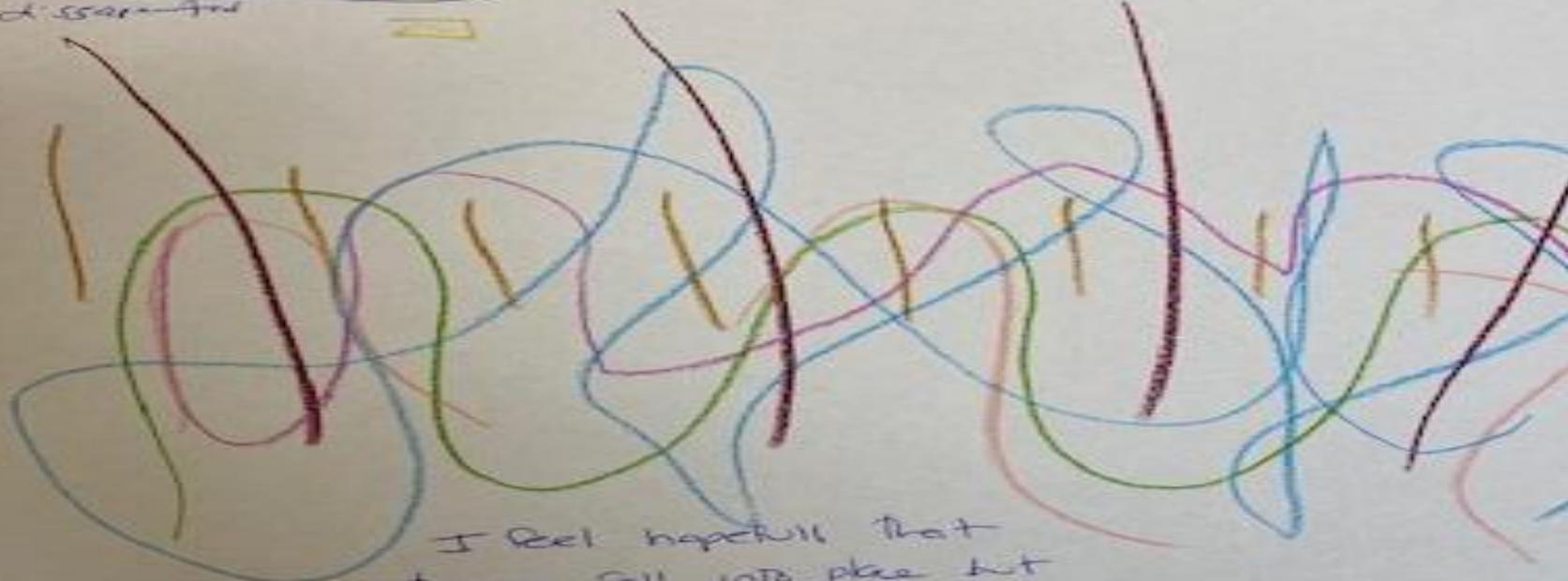
overwhelmed

dissatisfied



Name it to tame it
Feel it to heal it

permission
to feel



I feel hopeful that things fall into place but there are underlying feelings of frustration, mind is in other places, anxious to get through a lot of things hard to feel calm & relaxed dissatisfied

Calm Place Exercise



Thank You!
We are HAPPY you
attended.
“We Feel That Way
and That’s OK!”

