Monday, May 4, 2020 at 9am PST/12pm EST

**Saving Superman:**
**Focusing on Educator Self-Care**

with Kennard Branch, Teri Lawler,
Dr. Victor Carrion, & Chi Kim

This session was selected by SXSW EDU on the SEL Track. With the conference canceled, we wanted to bring this panel to you. Join panelists: Kennard Branch, Principal of Garfield Prep Academy in DC Public Schools; Teri Lawler, Delaware Department of Education; Dr. Victor Carrion, Stanford Medicine; and Chi Kim, CEO of Pure Edge, Inc., as they discuss how developing an integrated model of educator self-care is critical for the care of our nation’s 55+ million learners.

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Stress

Performance, Happiness, Health

Area of Optimal Stress

Low Stress Boredom Depression

High Stress Anxiety

Stress Level

Control vs PTSS

PTSS vs Control

SIB vs Non-SIB
Cue-Centered Therapy for Youth Experiencing Posttraumatic Symptoms
A Structured Multi-Modal Intervention, Therapist Guide

Victor G. Carrión

- Developed for therapists treating the complex clinical scenarios of chronically traumatized children
- Emphasizes the importance of empowering children to become their own agents of change
- Allows therapists flexibility in conducting each session and leaves room for them to apply their own strengths
- Utilizes a hybrid of interventions shown to be effective when treating traumatized children
- Tailored specifically for the treatment of children who experience ongoing adversity

January 2016 | Paperback
$49.95 | ISBN: 9780190201326

Prevention:
Pure Power Curriculum
Resilience Factors

- Presence of another
- Creativity
- Ability to soothe self
- Emotional Regulation
- Persistence
- Cognitive Flexibility

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**School Resources**
(facilities, stakeholders, programs, services)

Examples:
- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs
- Special education for learning disabilities, emotional disturbance, and other health impairments

**Community Resources**
(facilities, stakeholders, programs, services)

Examples:
- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education
- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization
Building Strong Citizens

- health,
- cognitive flexibility,
- emotion regulation,
- executive function,
- empathy

Why Teachers?

Our Experience with Pure Power
Our Development of B2L
Creating a Statewide Culture of Care

Bridging Hope and Opportunity

May 2020

Delaware Department of Education
The Power of Breathe

Delaware: The First State

- 1st state in union, 2nd smallest in size
- Population <1m
- 3 Counties
- 19 School Districts & 21 Charter Schools
- Total = 139,144 students
Delaware Developmental Framework

1. **TRAUMA AWARE**
   - Staff understand the term "trauma" and how it can change the way they view and interact with others.
   - Workplace safety is a priority and the workplace considers both physical and mental health.

2. **TRAUMA SENSITIVE**
   - Organization values a trauma-informed lens and identifies trauma and resilience in policies.
   - Trauma training is institutionalized for all staff.
   - Staff feel supported and understood in the workplace.

3. **TRAUMA RESPONSIVE**
   - Staff applies knowledge of trauma and resilience in work.
   - Staff utilizes language that supports safety, choice, collaboration, trustworthiness, and empowerment.

4. **TRAUMA INFORMED**
   - Entire staff is skilled in using trauma-informed practices.
   - Individuals outside the organization understand that trauma and resilience are at the center of our mission.

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TREP Project, University of Chicago

1. **REALIZES**
   - Brain Science
   - Intersections Of Inequality & Trauma
   - Assumptions & Biases

2. **RECOGNIZES**
   - Able To Identify Student Dysregulation

3. **RESPONDS**
   - Teacher Self-Regulation
   - Strengths Based
   - Routines & Rituals
   - Skill Building Of Student Self-Regulation
   - Behavior Guidance
   - Physical Space
   - Maintaining Student Engagement

4. **RESIST**
   - RE-TRAUMATIZATION

Practices infused with:
1. Trauma informed lens
2. Positive behavior approach
3. Racial-ethnic equity lens
Prioritize Adult SELf-Care

Prevention and Management Of Secondary Traumatic Stress

- Foundational SEL Practices
- Embedded SEL Classroom Practices

Strong Relationships For All

- Physical Safety
- Psychological Safety
- Emotional Safety

Mindfulness For All

Educator Preparation

Capacity Building Progression for Trauma-Informed Schools

BOOK STUDY:
The Heart of Teaching and Learning
The Resilient Learner
The Trauma-Informed Classroom

Trauma Aware

- All understand the term "trauma" and how it can change the way we see the world.
- All familiar with the basic skills and strategies for managing trauma and building resilience.

Training

- Trauma and the Impact on Learning
- Strategies for Resilience
- Educator Self-Care

Applications Activities

- Artwork: Architecture: Design the school
- Creative Context: Mindfulness

BOOK STUDY:
Help for Blythe: Relationships, Regulation, and Resilience

Trauma Sensitive

- Concepts and values of trauma and resilience are embedded in the curriculum and classroom environment.
- Professional learning to institutionalize with strategic planning.
- Self-care becomes a priority. Educators learn to see themselves through a trauma lens and seek opportunities to learn new resilience skills.

Training

- Strategies for Resilience
- Educator Self-Care
- Applications Activities

- Artwork: Architecture: Design the school
- Creative Context: Mindfulness

Compassionate environment with trauma-responsive values and practices as the norm.

All aspects of the organization have been reviewed and revised to reflect supportive approaches that foster physical, emotional, and psychological safety. All staff are skilled in using trauma-informed practices.

Values are thoroughly embedded in the vision and mission.

- Values
- Mission
- Vision

Teacher Test Lab collaborative problem solving

Co-teaching collaboration

Co-teaching instructional practices
Bridging Hope and Opportunity

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#DEWholeChild